

**Renewal Charter Petition for  
OSCAR DE LA HOYA ÁNIMO  
CHARTER HIGH SCHOOL**

**A California Public Charter School**

**GREEN DOT PUBLIC SCHOOLS  
California**

**Oscar De La Hoya Ánimo Charter High School**

## **TABLE OF CONTENTS**

<b>INTRODUCTION</b>	<b>5</b>
<b><i>ELEMENT 1: EDUCATIONAL PROGRAM</i></b>	<b>6</b>
<b>Mission and Vision</b>	<b>6</b>
<b>Students: <i>Identification of those whom the school is attempting to educate</i></b>	<b>6</b>
<b>The GDPS/ODLHACHS Student</b>	<b>8</b>
<b>Means to Achieve Vision and Mission: <i>How learning best occurs</i></b>	<b>9</b>
<b>Expected School-wide Learning Results: <i>Goals of the program</i></b>	<b>12</b>
<b>Curriculum and Program</b>	<b>13</b>
<b>Academic Course Descriptions</b>	<b>14</b>
<b>Leadership Curriculum</b>	<b>21</b>
<b>Unique Study Skills/Courses</b>	<b>21</b>
<b>Academic Support and Intervention</b>	<b>21</b>
<b>Technology Focus</b>	<b>22</b>
<b>Extensive Professional Development</b>	<b>22</b>
<b>Closing the Gap: <i>Specific goals for providing and ensuring equal access to academically low-achieving students</i></b>	<b>25</b>
<b>English Language Learners</b>	<b>25</b>
<b>Special Education</b>	<b>25</b>
<b>Meeting the Needs of Gifted Students</b>	<b>30</b>
<b>A Typical Day at the Charter School</b>	<b>31</b>
<b>Course Alignment with A-G Reqs for UC Admission</b>	<b>33</b>
<b>School Calendar and School Time</b>	<b>34</b>
<b>Teacher Recruitment</b>	<b>36</b>
<b>School Dress Code</b>	<b>37</b>
<b>Parent Involvement</b>	<b>37</b>
<b><i>ELEMENT 2: MEASURABLE PUPIL OUTCOMES</i></b>	<b>38</b>
<b>Measurable Student Outcome: <i>Extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals</i></b>	<b>38</b>
<b>Process by Which Curriculum, Materials and Instructional Activities are to be Selected</b>	<b>41</b>
<b>Delineation of When and How Pupil Outcomes Are Assessed</b>	<b>43</b>
<b>Identification of Who is Accountable for Student Progress</b>	<b>43</b>
<b><i>ELEMENT 3: OUTCOME MEASUREMENT PROCESS</i></b>	<b>45</b>
<b><i>ELEMENT 4: GOVERNANCE STRUCTURE</i></b>	<b>48</b>

<b><i>ELEMENT 5: EMPLOYEE QUALIFICATIONS</i></b>	<b>62</b>
<b><i>ELEMENT 6: HEALTH AND SAFETY OF PUPILS</i></b>	<b>66</b>
<b><i>ELEMENT 7: RACIAL AND ETHNIC BALANCE</i></b>	<b>71</b>
<b><i>ELEMENT 8: ADMISSION REQUIREMENTS</i></b>	<b>75</b>
<b><i>ELEMENT 9: ANNUAL AUDIT</i></b>	<b>77</b>
<b><i>ELEMENT 10: STUDENT DISCIPLINE</i></b>	<b>79</b>
<b><i>ELEMENT 11: RETIREMENT SYSTEM</i></b>	<b>85</b>
<b><i>ELEMENT 12: STUDENT ATTENDANCE</i></b>	<b>86</b>
<b><i>ELEMENT 13: RETURN RIGHTS OF EMPLOYEES</i></b>	<b>87</b>
<b><i>ELEMENT 14: DISPUTE RESOLUTION</i></b>	<b>88</b>
<b><i>ELEMENT 15: COLLECTIVE BARGAINING</i></b>	<b>90</b>
<b><i>ELEMENT 16: PROCEDURES FOR SCHOOL CLOSURE</i></b>	<b>91</b>
<b><i>ADDITIONAL INFORMATION</i></b>	
<b>FINANCIAL PLAN</b>	<b>96</b>
<b>ATTENDANCE ACCOUNTING</b>	<b>99</b>
<b>BELL SCHEDULE</b>	<b>101</b>
<b>SCHOOL CALENDAR</b>	<b>102</b>
<b>SERVICES PROVIDED BY GREEN DOT</b>	<b>103</b>
<b>PARENT STUDENT HANDBOOK</b>	<b>107</b>
<b>FUNDING MODEL – DIRECTLY FUNDED</b>	<b>141</b>
<b>DISSEMINATION OF PRACTICE</b>	<b>142</b>
<b>CONSENT DECREES</b>	<b>143</b>
<b>MISCELLANEOUS PROVISIONS</b> <b>Severability</b> <b>No Waiver</b> <b>Assurances</b> <b>Memorandum of Understanding</b> <b>Relationship with COE and CDE</b> <b>Minimum Age Laws</b>	<b>144</b>

<b>Due Process for Classified Employees</b> <b>McKinney-Vento Act</b> <b>FERPA/Confidentiality of Pupil Records</b> <b>Education Code</b> <b>Brown Act</b> <b>Family Acts</b> <b>Employee Benefits</b> <b>Amendments</b>	
<b>DETAILED COURSE DESCRIPTIONS</b> <i>(including textbooks)</i>	<b>146</b>
<b>ANSWERS TO KEY QUESTIONS</b>	<b>147</b>
<b>TEACHER’S UNION CONTRACT</b>	<b>158</b>
<b>FINANCIAL AND ATTENDANCE REPORTS</b>	<b>159</b>
<b>WASC SELF-STUDY</b>	<b>160</b>

## **INTRODUCTION**

The Oscar De La Hoya Animo Charter High School opened its doors in August 2003 with a founding class of 140 freshman students. Beginning in a temporary facility at the Salesian Boys and Girls Club in Boyle Heights, the charter school's goal was to provide the families of the Boyle Heights/East L.A. area with an alternative to the large comprehensive urban high schools in the area (Roosevelt Senior High and Garfield Senior High).

The school was founded when Oscar De La Hoya, the seven time world boxing champion, businessman and philanthropist, joined Steve Barr and Green Dot Public Schools, a non-profit charter school developer dedicated to transforming secondary education in Los Angeles, to announce the partnership with his Oscar De La Hoya Foundation to open the Oscar De La Hoya Animo Charter High School in Boyle Heights. The commitment included a \$1 million donation over five years for school materials and facilities, as well as for expanding the existing Oscar De La Hoya Boxing Gym and Technology Center currently in the heart of Boyle Heights for the school's permanent facility. Oscar De La Hoya Animo Charter High School was Green Dot's third charter high school in Los Angeles. Due to the success of Green Dot's first charter schools, Ànimo Leadership and Animo Inglewood, the Los Angeles Unified School District approved the charter and the opening of Oscar De La Hoya Animo Charter High School in 2003.

For identification purposes and acknowledgement of the obligations of the charter school and its governing body, "GDPS/ODLHACHS" is used in the petition to refer to Green Dot Public Schools/Oscar De La Hoya Animo Charter High School.

## **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 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and life-long learners.*

## **MISSION AND VISION**

### ***Mission Statement***

The mission of Oscar De La Hoya Ánimo Charter High School is to prepare all students for success in college, leadership, and life.

It is a school founded on the belief that all students can and will go to college. GDPS/ODHLACHS’ distinguishing features are embodied in the meaning of its name. Ánimo is a Spanish word which means “vigor, mind, spirit, valor, and the courage to overcome odds.” GDPS/ODLHACHS is a school with an unwavering belief in the potential of all students. It is a place where a passion for learning prevails.

### ***Vision Statement***

Consistent with our mission and core values, the vision of Oscar De La Hoya Animo Charter High School is to serve as a beacon for educational opportunity within the East Los Angeles community by creating a culture of unwavering belief in all students’ potential. Our students possess a passion for excellence, assume personal responsibility, and respect others and their community. With the joint effort of all stakeholders, our school empowers students to achieve academic and personal success.

Our mission and vision statements are inline with current research and education practices. GDPS/ODLHACHS’ underlying philosophy is based on the belief that all students can learn and do learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents to partner with faculty to create an atmosphere where all students can and do learn.

## **STUDENTS**

### ***Identification of Those Whom the School is Attempting to Educate***

GDPS/ODLHACHS 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, or disability.

GDPS/ODLHACHS was established to serve students from the Boyle Heights/East Los Angeles area districts just east of Downtown Los Angeles on the east side of Los Angeles, California. The neighborhood was once known for its diverse demographics,

including large Jewish and Japanese populations, as well as Russian and Yugoslav populations. Now the neighborhood is almost 100 percent Hispanic or Latino.

Boyle Heights lies on the east bank of the Los Angeles River. It comprises the bluffs for which the district is named and the muddy flats ("The Flats") below them. The district's boundaries are roughly Mission Road on the north, the Los Angeles city limits on the east and south, and the river on the west. Downtown Los Angeles lies to the west, Lincoln Heights lies to the north, City Terrace is to the east, Commerce is to the southeast, and Vernon is to the south. Major thoroughfares include Whittier Boulevard; Cesar E. Chavez Avenue; and State, Soto, Lorena, 1st, and 4th Streets. As of 2000, there were 124,283 people, and 25,068 families residing in the community. There were 31,096 housing units with the number of households renting above the state average. The racial makeup of the community was 96.80 percent Hispanic or Latino.

Out of 29,844 households, 51.7 percent had children under the age of 18 living with them, 53.1 percent were married couples living together, 21.7 percent had a female householder with no husband present, and 16.0 percent were non-families. The average household size was 4.15 and the average family size was 4.42. 34.6 percent of the population was under the age of 18. The median age was 26 years. The median income for a household in the community was \$28,544, and the median income for a family of 4 was \$29,755. Males had a median income of \$21,065 versus \$18,475 for females. The per capita income for the community was \$9,543. About 24.7 percent of families and 27.2 percent of the population at large were below the poverty line, including 35.0 percent of those under age 18 and 13.5 percent of those age 65 or over. This community has historically high levels of poverty and unemployment which have facilitated generational gang affiliations, crime, and violence.

While open to all students, GDPS/ODLHACHS makes a substantial effort to recruit underserved, low-income students in the East Los Angeles/Boyle Heights area, in particular, those that would typically attend Garfield Senior High School and Roosevelt Senior High School. Please see Element 7 for more information on how GDPS/ODLHACHS attracts underserved, low-income students from the East Los Angeles/Boyle Heights area. Table 1 below shows the demographic data of the target student population that GDPS/ODLHACHS proposes to serve.

Table 1. Demographic Data of Surrounding High Schools

Comparable School	Students Eligible for Free and Reduced Lunch	% Latino	% Other	Avg. Parent Education Level	% ELL
Roosevelt High School	82.7%	98.7%	1.3%	1.69	39.3%
Garfield High School	89.7%	99.0%	1.0%	1.76	36.5%
<b>Average</b>	<b>86.2%</b>	<b>98.9%</b>	<b>1.2%</b>	<b>1.73</b>	<b>37.9%</b>

Table 2 below shows the academic performance data of the schools that students we propose to serve would have attended.

Table 2. Academic Performance Data of Surrounding High Schools

Comparable School	Program Improvement Status	2007 API Score	2006 API State Rank	2006 API Similar Schools Rank
Roosevelt High School	Year 5	557	1	4
Garfield High School	Year 5	528	1	3
<b>Average</b>		<b>543</b>	<b>1</b>	<b>4</b>

## THE GDPS/ODLHACHS STUDENT

### *A Description of What It Means to Be an Educated Person in the 21<sup>st</sup> Century*

GDPS/ODLHACHS students are "agents of change," individuals who positively impact our communities. GDPS/ODLHACHS students are taught to be self-confident, self-disciplined, successful pro-active leaders who 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 21<sup>st</sup> century. The following characteristics describe what an educated person in the 21<sup>st</sup> century is.

- 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 completed a course of study that prepared 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** is 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 THE MISSION AND VISION**

### ***How Learning Best Occurs***

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of our school. Student motivation is also highly valued. The small, personal nature of GDPS/ODLHACHS and the rigor of its academic program nurtures students and helps them develop a willingness to work hard to achieve an excellent education; these student characteristics are typically more difficult to foster in a large, traditional public high school.

To create the personalized, nurturing and supportive environment that best fosters student motivation, learning and ultimately student success, GDPS/ODLHACHS utilizes the school model that Green Dot Public Schools has developed over the past seven 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, the Six Tenets and Recommended Practices (please see the Curriculum and Program section for more detail on the Recommended Practices). Together they represent over seven years of successful practice. The Six Tenets school model has resulted in 10 of urban Los Angeles' most successful public high schools including Oscar De La Hoya Animo. Please see the Executive Summary for the data and evidence that demonstrates the program's track record of success at educating the high school students in Los Angeles. Green Dot schools have demonstrated that learning best occurs in schools that follow the Six Tenets of High Performing Schools.

The Six Tenets are a set of six core principles that all Green Dot schools (including GDPS/ODLHACHS) must follow. They are:

#### ***1.) Small, Safe, Personalized Schools***

All Green Dot schools are small (approximately 500 - 525 students when fully developed), giving each student the best chance of success. Small schools help ensure that no students fall through the cracks and allow students to receive the personalized attention they need to learn effectively. Students can be held accountable for all of their actions and the administrators and teachers can develop personal relationships with each student and their families. Smaller high schools are safer and decrease the security risks inherent in urban schools as potential problems can be recognized earlier and mitigated.

Classes are also kept as small as possible. A 22:1 student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels. Average class size is 27.

#### ***2.) High Expectations for All Students***

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. Green Dot believes that all students should be prepared to attend a four-year university after high school if they so choose. Every student that graduates from a Green Dot school takes the necessary courses to attend a UC or CSU.

Extensive student intervention and support programs are offered at all Green Dot Schools in order to help students master a challenging college preparatory curriculum. The majority of the students entering Green Dot schools are 2 – 4 grades below 9<sup>th</sup> grade proficiency in core subjects making it critical to focus on support programs that can provide students with the help they need to be successful in their college-prep classes.

### ***3.) Local Control with Extensive Professional Development and Accountability***

Principals and teachers are the key decision makers in Green Dot's system of schools and own all critical decisions at the school site related to budgeting, hiring and curriculum. The Green Dot Home Office provides Recommended Practices to each of the school sites, however, the principals and teachers have ultimate autonomy to decide whether to follow the Recommended Practices or take different approaches.

Principals and teachers are prepared to make effective decisions related to instruction and school site management because they receive extensive training and professional development. A rigorous professional development program is a requirement for any Green Dot school. Green Dot schools invest far more time and money into quality professional development than traditional public schools. The core principles of Green Dot's professional development program are collaboration, reflection and continuous improvement.

Local control works in Green Dot's school model because schools and all stakeholders within them are held accountable for student results. If students in a particular school or in a certain classroom are consistently not performing up to expectations, then local control over key decisions may be taken away from that particular school or teacher.

#### ***Students as Leaders***

Students are also empowered at Green Dot schools and are included in certain important school site decisions. Empowering students to give meaningful input into their schools allows them to develop a greater sense of responsibility for their education and a heightened excitement for learning. At all Green Dot schools, students choose the school mascot, decide what clubs and sports teams they have and participate in the hiring of new teachers.

### ***4.) Parent Participation***

Families are invited and expected to participate in their children's education experience at all Green Dot schools. Family involvement in a student's education is one of the most important ingredients to student success and Green Dot is committed to actively integrating parents/guardians into all aspects of their students' school experience. Education programs are an important part of the parent participation program as many of

the parents in the Green Dot network are unfamiliar with what a college preparatory high school experience is like and must be educated on it in order to best support their children. All Green Dot schools offer a variety of programs to get parents and family members involved in the schools.

#### ***5.) Get Dollars into the Classroom***

Green Dot's organization is centered on getting more money into the classroom to enable principals and teachers to effectively serve kids. Green Dot's Home Office incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact kids. Each school receives \$0.94 for every \$1 that it is allocated in public funds and it is required to use that money as efficiently as possible to maximize the amount spent on students.

#### ***6.) Keep Schools Open Later***

Facilities of Green Dot schools are kept open until at least 5:00pm daily to provide students with safe, enriching after school programs and to allow community groups offering quality services to the neighborhood to use the facilities. A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous. Keeping schools open later also accommodates the schedules of working families as they know where their children are until they get off work. Allowing community groups to use schools facilities helps ensure that the local neighborhood takes ownership and responsibility for the school.

#### **Recommended Practices**

The Home Office provides all Green Dot schools with Recommended Practices in order to ensure a consistent level of quality. Practices are provided in the areas of teaching methodologies, curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools. Principals and teachers review the Recommended Practices and determine how much of the practices they incorporate in their schools. There is a significant amount of consistency across Green Dot's schools as the majority of the Recommended Practices are implemented at all schools. Recommended Practices are disseminated primarily through two channels: 1) documentation provided by the Home Office education department; and 2) professional development activities for school site staff.

If a school site chooses not to follow a Recommended Practice, they are required to provide a plan that describes why they are not following that practice and lay out the new practice the school site will employ and what it is based on (research, best practices, a new innovation, etc). School sites always have the right not to follow the Home Office's Recommended Practices unless the school sites are not meeting their performance metrics. Green Dot's Recommended Practices are living practices and the Home Office is continually updating them based on successful innovations from within the Green Dot network and best practices being developed by other school operators. Through the

process of continual improvement, gaps in the Recommended Practices are addressed and closed. Please see the section titled Curriculum and Program for more detail on the Recommended Practices.

## **EXPECTED SCHOOL WIDE LEARNING RESULTS**

### ***Goals of the Program***

The Expected School-wide Learning Results were developed by the board of Green Dot as part of GDPS/ODLHACHS' original charter petition. These Expected School-wide learning results (ESLR's) were then shared with the teaching staff during a 03-04 staff retreat where they were given an opportunity to edit or completely revise these ESLR's. The staff unanimously decided to keep the ESLR's as is. This revise/edit process was repeated for the 04-05 staff retreat and again the staff unanimously decided that the ESLR's fully represented the staff's learning expectations of all students as currently written.

In 2005-2006 with a new principal and assistant principal facilitating the dialogue during the summer staff retreat, administration, teachers, and classified staff were able to work in small groups to define their expectations of each GDPS/ODLHACHS graduate and share their rationale with the staff. As a result, GDPS/ODLHACHS began the process of rewriting its ESLR's. Once they were revised, they were approved by faculty and later approved by the Parent Teacher Organization Board. They were then shared with parents, students, and the community during mandatory parent orientations, community information sessions, and posted throughout the school. ESLR's were added to student lesson plans and specific ESLR's being addressed were posted in classrooms along with the days objective, standard of study, and lesson agenda for review by teacher and students.

In the fall 2006, the early stages of the WASC self study process, parents, students, and classified groups were given an opportunity to discuss the ESLR's and their value to the school community. This and other discussions revealed that although students agree they are valuable expectations and tools for their success, they need more opportunities to analyze them in their classes and relate them to their everyday activities at school. As a result students have been given opportunities to analyze these ESLR's and suggest "student friendly" paraphrasing that make them more useful to students. As a living document GDPS/ODLHACHS' mission and ESLR's will be revised as needed to fully represent the needs of the school community as it grows and changes over time. GDPS/ODLHACHS' ESLRs state that:

#### **Ánimo graduates will be Socially Responsible Citizens who:**

- Understand and participate in the democratic process and recognize its value in a global context.
- Are law abiding individuals.
- Assess individual, group, and/or community needs and choose to develop plans to meet those needs.

#### **Ánimo graduates will be Effective Communicators who:**

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

**Ánimo graduates will be Academic Achievers who:**

- Produce quality work across the curriculum.
- Are knowledgeable with regards to educational pathways and career choices.
- Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
- Demonstrate the critical thinking skills of application, analysis, synthesis, and evaluation.

**Ánimo graduates will be Life-long Learners who:**

- Continue their education by attending a post secondary institution, reading, and traveling.
- Are adaptive to a wide array of professional and cultural settings.
- Are goal-oriented and understand the importance of continual goal setting.
- Utilize self reflection as a tool for personal growth.

**Ánimo graduates will be Respectful Individuals who:**

- Demonstrate knowledge, compassion and respect for diverse individuals and groups throughout society.
- Exhibit appropriate manners and utilize the vocabulary associated with them.
- Care for their physical environment.
- Employ active listening and communication skills to resolve conflicts peacefully.

## **CURRICULUM AND PROGRAM**

### ***How the Objective of Enabling Pupils to Become Self-Motivated, Competent, Life-Long Learners are Met by the School***

A recommended curriculum is provided to all Green Dot schools to help ensure that each school offers a balanced, comprehensive curriculum. Included in the recommended curriculum are course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, teaching strategies and assessments that have been successful at Green Dot schools. The following curriculum, intervention programs, and school design represent the Green Dot “Recommended Practices” for GDPS/ODLHACHS’ academic program.

#### ***Recommended Curriculum***

It is required that all GDPS/ODLHACHS students be enrolled in classes meeting the UC A-G requirements and all courses are aligned with State Content Standards. All students are required to successfully complete 190 core curriculum credits upon graduation. The

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 GDPS/ODLHACHS' students.

Below is an outline of the current curriculum offered at GDPS/ODLHACHS. Adjustments may be made in certain courses as the principals and teachers make adjustments to adapt to the specific needs of their students. The process of adapting curriculum to the specific needs of a student population happens throughout the years as the GDPS/ODLHACHS staff learns more about the unique students it receives each year. Typically, teachers consult with the GDPS/ODLHACHS principal or assistant principal or other teachers as part of the adjustment process for their respective courses. The recommended curriculum is based upon California State standards for each content area, and State-adopted texts are used in all core areas. The scope of skills to be taught across grade levels is outlined below:

***Outline of GDPS/ODLHACHS Curriculum***

Courses	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Core Courses (all students take)</b>	<input type="checkbox"/> English <input type="checkbox"/> Algebra or Geometry <input type="checkbox"/> Math Support <input type="checkbox"/> Integrated Science 1 <input type="checkbox"/> Study Skills/Technology <input type="checkbox"/> Ethnic Studies/Read 180	<input type="checkbox"/> English <input type="checkbox"/> Geometry or Alg. 2 <input type="checkbox"/> World History or AP World History <input type="checkbox"/> Biology <input type="checkbox"/> Span. 1 or 2 <input type="checkbox"/> College Readiness	<input type="checkbox"/> English <input type="checkbox"/> Alg. 2 or Pre-Cal. <input type="checkbox"/> US History <input type="checkbox"/> Chemistry <input type="checkbox"/> AP Spanish Language or Sp. 3 <input type="checkbox"/> Visual Art	<input type="checkbox"/> English or AP English Literature <input type="checkbox"/> Pre-Calc, Calc, or Statistics <input type="checkbox"/> Govt/Econ or AP Govt <input type="checkbox"/> AP Spanish Lit or Span. Poetry <input type="checkbox"/> Physics <input type="checkbox"/> Physical Ed/Health
<b>Intervention</b>	Read 180 Academic Success Math Support	Academic Success Read 180	Academic Success Read 180	Academic Success Read 180

**Academic Course Descriptions**

Summary descriptions of many of the courses that are offered at GDPS/ODLHACHS can be found below. More detailed descriptions of all of the courses offered at GDPS/ODLHACHS can be found in the "Additional Information" section of this charter petition. Included with the detailed course descriptions are the textbooks that are recommended for use in GDPS/ODLHACHS' courses. As mentioned above, these course offerings evolve as the principal and teachers use their professional expertise to mold the curriculum to meet the exact needs of the ever changing student population. Each GDPS/ODLHACHS course and the courses outlined below adhere to 2

requirements; 1) all courses are college-preparatory and must satisfy the A-G requirements where applicable; and 2) all courses and materials must be aligned the California state content standards where applicable. Please see the Detailed Course Descriptions section for more information on the content standards supported by each individual course. The sequence of knowledge and skills taught across the grade levels is detailed in the course outlines appended to this document. In general, the sequences follow those of the State-adopted texts. However, these sequences are supplemented or changed in some courses to better match the interests and skills of our student population.

## ***ENGLISH***

### English 9 Introduction to Literature

In order to develop well-rounded students, we include reading, writing, speaking, and listening skills in each day of English class. Students read selected novels throughout the year as a class. The four core novels for the ninth grade are *The House on Mango Street* by Sandra Cisneros, *Of Mice and Men*, by John Steinbeck, *To Kill A Mockingbird*, by Harper Lee, and *Romeo and Juliet*, by William Shakespeare. The class typically also reads several short stories, poetry, speeches, and other types of text.

### English 10

In English 10, an emphasis is placed on analyzing literature, completing complex writing assignments, and giving extensive oral presentations. In addition students improve their skills with word analysis, fluency and vocabulary development. They refine their writing skills and the strategies they use when writing. Core units include Greek mythology, poetry, and Latin roots. Core literature includes *The Pearl*, *Lord of the Flies*, and *Macbeth*.

### English 11

This one-year course focuses on the development of American Literature with an emphasis on the social and political movements found within the specific time period studied. The class analyzes selected works and identifies universal themes, with an emphasis on the American Dream. Students examine the relationship between and among elements in literature. Literary analysis, response, and word analysis are stressed using appropriate writing strategies. Students demonstrate appropriate oral and written language conventions in their writing, speaking, and listening in compliance with California state standards.

### English 12

This core English class for twelfth grade students explores British literature beginning with its origins in Britain and its growth through many literary period. Students improve their reading, writing, vocabulary, analytical, and research skills. They complete a variety of activities, including narrative, expository, persuasive, informational, and descriptive writing, as well as oral competencies such as literary readings, debates, and speeches. They complete assessments that gauge their overall learning in multiple areas of instruction through tests, quizzes, homework assignments, group and individual projects, and research papers.

### AP English Literature and Composition

The AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

## ***MATH***

### Algebra 1

Algebra 1 is a two-semester course designed to increase students' algebraic skills while moving them forward toward the study of geometry. Students connect the algebra of the real world with that of the mathematical world. Students explore the relevance of algebra to their lives and the lives of others. This is a course designed to increase the abstract thinking skills needed to achieve in upper level math courses. The course covers materials assessed in such standardized examinations as the CAT6, CST, PSAT, SAT, and the High School Exit Exam.

### Geometry

Meaning literally "earth measure", geometry began several thousand years ago for strictly utilitarian purposes in agriculture and building construction. As members of the 21<sup>st</sup> century we are now able to study the uses of geometry in the past and create new uses and understandings of geometry for our future. In this course we connect geometry of the physical world with that of the mathematical world. We explore the relevance of geometry to our lives and the lives of others. Aside from learning these skills and concepts, students 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. The course covers materials assessed in such standardized examinations as the CAT6, ACT, PSAT, SAT, and the High School Exit Exam.

### Algebra 2

This course focuses on expanding student knowledge beyond linear functions covered in Algebra I. Quadratic, polynomial, exponential, and logarithmic functions are discussed in depth. Additional topics include probability and counting principles. Also, analysis of Series is incorporated as outlined in the Mathematics Framework for California Public Schools. The pedagogical approach incorporates lecture, discovery and investigation exercises utilizing Graphing Calculator software and reading materials from engineering, medical, and math journals and industry reports.

### Pre-Calculus

This is a preparatory course for calculus. The course is based on the standards set by the State of California. The following topics are included: Cosine, sine, tangent; making sense of data; functions and models; transformations of functions and data; power,

exponential, and logarithmic functions; trigonometric functions; graphs of circular functions; probability and simulation; sequences, series, and combinations; polynomial functions; binomial and normal distributions; matrices and trigonometry; quadratic relations; further work with trigonometry.

### Statistics

Statistics is a two semester course for 12th grade students. This course looks at the major concepts and tools needed for collecting, organizing, and drawing conclusions from data. This course examines concepts such as sampling error, the wording of questions, data ethics, distribution, correlations, probability models and the use of statistical inference. Statistical ideas and reasoning and their relevance to public policy and the human sciences is also examined.

### Math Support

This intervention course is taken for two semesters in the 9<sup>th</sup> grade, concurrent with Algebra 1. The math support class utilizes hands on manipulatives, cooperative groupings and River-Deep, a web based math tutorial program, to reinforce core math skills and algebraic concepts utilized throughout high school math studies. Topics include fractions, exponents, decimals, percentages, ratios, and evidence of math at work in the world.

## ***HISTORY***

### World History

The goal for World History is to present a critical view of world history. Units are designed around the guidelines set forth by the tenth grade history standards. Students begin the first semester by studying the foundations of democracy and then jump into the Modern Era with the study of the French and American Revolutions. In the latter half of the semester, students examine the Industrial Revolution and the Age of Imperialism. The second semester focuses on the two world wars followed by a unit dedicated to the post-WWII era.

### AP World History

The goal of AP World History is to equip students with the knowledge and skills necessary to pass the College Board's AP World History exam. Throughout the year-long course, students complete various assignments designed to be challenging and engaging. Besides the regular analysis of college-level texts, students conduct research outside of class, produce and perform a news broadcast in front of a camera, recreate the art of multiple cultures and eras, simulate historical events through the performance of plays, analyze multiple primary texts, and much more. Students learn the distinguishing characteristics and events of each era. Furthermore, the course covers major themes found across the five major time periods. Some themes students examine are: change over time, religion, trade, and the role of women. Upon completion of the course, students are expected to take and pass the annually administered AP exam in May.

### US History/AP US History

In this course students analyze their social, political, and economic situation as it relates to the United States and the world. The class offers an opportunity to evaluate the past through the study of current events, and situations. They analyze case studies that portray the complexities of human rights, social justice, global interdependence, and revolutions in our modern world. These case studies initiate the study of history as a set of events that maintain continuity or effect change; meanwhile affecting the course of our present and future situations. The California History Standards are thoroughly addressed in this course.

### Economics

In 12th grade, Students examine the historical context of the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement and methods. Students utilize the fundamental economic concepts by applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems.

### US Government/AP Government

Students develop an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations throughout United States history. By examining the legislative, executive, and judicial branches they understand how government affects their own life. There is an emphasis on the analysis of the relationship between local, state and federal government. The course seeks to create civic literate students.

## ***SCIENCE***

### Integrated Science

Integrated Science is designed to challenge you with a wide spectrum of practical and theoretical knowledge of the physical and biological sciences and current technological advances. Above all, the class is meant to provide a foundation that equips students with the knowledge and analytical line of thinking that instills both a sense of wonder and fun in the world around them.

The Integrated Science class is broken down into 4 main units, which include:

- Earth Science
- Physics
- Chemistry
- Biology

Time is also spent discussing some Modern Science discoveries and research methods.

### Biology

Biology, the study of life, is the study of all living things. Biology includes the study of microscopic structures of single cells to the study of global interactions between millions of organisms and their environment. The course is divided into several units. The main topics that are covered in this course are:

- General biological principles
- Cell biology

- Genetics
- Ecology
- Evolution
- Physiology

### Chemistry

This is an introductory course in theories and concepts of modern chemistry. The course emphasizes the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. The students are introduced to quantum mechanics, nuclear chemistry, and stoichiometry. The laboratory work develops students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.

### Physics

This is an introductory course in theories and concepts of classical physics which include measurement, straight-line motion, forces, dynamics, momentum, projectile, circular & rotary motion, energy, matter properties, heat & engines and waves. This course also introduces topics of light and optics, electricity, magnetism, and semiconductors. Through this course the students develop a better understanding of our technological environment and the logical reasoning behind problem-solving, both with textbook problems and hands-on applications. Laboratory projects and demonstrations are continually integrated with lectures and audio-visual presentations. Besides projects, student success and course understanding are measured by traditional short-answer, multiple choice tests, mid-terms, and comprehensive finals at the end of each semester.

## ***SPANISH***

### Spanish 1

Spanish 1 students are introduced to the basics of the Spanish language. A large emphasis is placed on the present tense throughout the year. Through individual work and group activities, students have the ability to carry on a simple Spanish conversation and also gain the cultural richness and diversity of the Spanish-speaking world.

### Spanish 2

Spanish 2 offers an in depth approach to tackling the anxieties and challenges of learning a new language. Conversational Spanish is the main focus while grammatical structure and vocabulary building is used to enhance language proficiency. Intercultural connections are made to examine the similarities and differences of the Spanish Speaking world with their own community.

Standards as curriculum goals:

#### *Culture*

- 2.1- Students demonstrate an understanding of the relationship between the practices and the perspectives of Hispanic cultures.

#### *Comparisons*

- 4.2- Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

#### *Communities*

- 5.1 - Students use Spanish both within and beyond the school setting.

#### Spanish 3

Spanish 3 explores the Spanish language and culture at a more in-depth level to increase the ability of students to understand what they hear, speak comprehensibly, read with understanding, and write with clarity. A variety of instructional methods and materials are utilized to increase the Spanish literacy of students. Specifically, language usage and structure, comparisons of language and cultures, and the study and practice of other subject-matter through Spanish is covered.

#### AP Spanish Language

The AP Spanish Language course is designed to achieve the following objectives as aligned with the College Board:

- To satisfy the needs of the students who wish to pursue specific work to improve and/or increase their ability to listen, speak, read, and write the Spanish language fluently.
- To prepare the students to take the AP exam at the end of the course work.

In this course, students develop advanced level skills in Spanish: the ability to read, understand, and communicate orally and in writing by working with grammatical structures and vocabulary used in daily life. Special emphasis is placed on the importance of oral communication and vocabulary development. These communicative lessons also provide a context from which the students begin a cultural study of the Spanish-speaking world.

### ***COLLEGE-PREP ELECTIVES***

#### Technology

The objective of this course is to provide the students with the basic computer skills necessary to achieve success today and in the future. These skills include learning programs such as Word, PowerPoint, and Excel, as well as knowledge of the World Wide Web. In addition students learn to create and design their own personal Web pages and portfolios. Students are taught the skills necessary to type and format documents, manipulate data tables and create presentations consistent with research expectations at the high school and college level.

#### Visual Art

In this art class for 11<sup>th</sup> graders, students process, analyze and respond to sensory information through the language and skills unique to the visual arts. They create, perform, and participate in the visual arts and learn to understand the visual arts in relation to history and culture. In addition, students respond to, analyze, and make judgments about the visual arts. Lastly, students connect and apply what is learned in the visual arts to other art forms and subject areas.

## **Leadership Curriculum (Emphasis on Leadership)**

Green Dot schools are strongly encouraged to incorporate leadership into their curriculums. Leadership has been encouraged at GDPS/ODLHACHS through a variety of student led clubs and special projects over the past four-years. As a result of these clubs, students often engage in activities such as “Get Out the Vote” precinct walking and voter registration campaigns, annual toy drives with Esperanza Elementary School, environmental awareness and recycling campaigns, and fundraising for aid to victims of war in Darfur. Students utilize these projects as a means to create a legacy of community service locally and globally.

## **Unique Study Skills / College Courses**

Students must also take two courses specifically designed to help them prepare for college. 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.

- Advisory: 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 enables them to succeed in their high school academic career.
- College Readiness: Sophomores 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 are beneficial in the near future. Students are encouraged to succeed academically in all of their classes with the realization that every thing does matter.

## **Academic Support and Intervention**

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

- Summer Bridge Program: Typically a two and a half to five week mandatory summer session held for incoming ninth graders. Students receive standards-based instruction in Math and English and are acclimated to the culture and expectations of a Green Dot school.
- Reading Intervention Program: Read 180, a standards-aligned program for reading is provided to students who test low in reading. Typically Read 180 is given to ninth graders in lieu of an elective class; however, the opportunity is extended to upperclassmen in need of continuing support in reading and writing.
- Math Intervention: Students struggling in math receive intervention through the Math Support class and individual tutoring during their math teachers’ office hours.
- Academic Success: Special needs students are offered help with the general education curriculum. General literacy, organizational, and life skills are also addressed in this class. Students in the Academic Success class also work on their

Individual Transition Plan (ITP) goals in depth through career exploration assignments and projects. Test scores, grades, and IEP team recommendations are used to determine continued placement in the Academic Success class.

- Office Hours: Teachers hold office hours two to three times a week after school to provide students with additional support.

### **Technology Focus**

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

- All Green Dots schools are networked and laptops are made available to students to use at school as the curriculum dictates.
- Each teacher is provided with a laptop and given training on effectively using technology in the classroom.
- Courses often include Web-based research projects and assignments.
- A 9<sup>th</sup> grade technology class is included in recommended curriculum to train students on computers and different software programs.
- A Web-based student information and school management system (PowerSchool) is implemented at Green Dot and is used by all schools.
- Phones and walkie-talkies are provided to all employees to provide greater accessibility for parents and to ensure rapid responses to incidents on campus.

### **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 (Lieberman). Scheduled into the daily routine at GDPS/ODLHACHS, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. Professional development activities at GDPS/ODLHACHS are based on the recommended practices of Green Dot, which 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 2 hour professional development period is established.
- Districtwide staff development: Green Dot-wide meeting of content teachers to share best practices.
- New teacher orientation: 2 day intensive professional development session for new teachers held before the start of the school year.

- New teacher support meetings: Monthly support and development groups for all new first year teachers.
- Key results protocol: Ongoing monthly professional development for principals and assistant principals led by Green Dot's Chief Academic Officer.
- Principals meeting: Monthly meetings with all Green Dot school leaders to share best practices.
- 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.

Teachers are empowered to become analytical educators of their own practices through their participation in the reflective process of the Animo Professional Achievement Plan (APAP). This process was created by a group of teachers for teachers in Green Dot's first school. Instead of waiting for the end of the year to receive an evaluation, each teacher goes through the process of goal setting, reflection and observation. Teachers set goals for themselves and are constantly working to achieve their objectives as educators. GDPS/ODLHACHS values its teachers as professionals and realizes that each individual has different growth areas. The APAP helps maintain a high level of professionalism and promotes real growth in the profession.

The staff development model used at GDPS/ODLHACHS also combines components of Fullan and Rolheiser-Bennett's (1990) focus on teachers-as-learners (including classroom teachers, the principal, and assistant principal), with their own view that talented and passionate teachers are often the best peer trainers available. In order to ensure the ongoing development of best practices, staff learning at GDPS/ODLHACHS also includes the following components:

- Teachers help determine staff development concepts and priorities that best meet their needs. Teachers are surveyed via their department chairs to determine staff development needs for the school year. At least 5 staff development sessions per year are led according to their respective staff training abilities.
- Concepts are developed and introduced over sufficient periods of time resulting in useful work product. Teachers participate in multiple, interactive, collaborative experiences around a given staff development topic for 3 weeks to a month, prior to moving on to a new topic.
- Theory is tied to experience by using learning activities that make abstract concepts personal. Staff development sessions result in the creation of meaningful work products and strategies used individually, departmentally, at grade level and/or schoolwide. This includes lesson plans, unit plans, discipline contracts, grading models, rubrics and the like. During these activities teachers are given time to reflect on their experiences, concerns, values and the quality of instruction.
- In the final step, teachers have opportunities to try out developing concepts by making multiple applications in their classrooms. Teachers are given opportunities to try various instructional techniques in their classrooms. At meetings held after their efforts, staff will meet to compare successes and

strategies and develop back-to-the-drawing-board activities. In this context peer "buddy" observation and reflective journaling are required.

- New and struggling teachers are pulled out of class every other month or as needed for one on one reflection and planning sessions (with administrator and or department chairs) to address their individual staff development needs. They are observed by their department chairs and provided with peer support in monthly department meetings.

Staff development meetings occur each Wednesday morning from 8-10am. Research based instructional frameworks include active learning, brain based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. Research base is provided by numerous books, videos, and articles from the Association of Supervision and Curriculum Development as well as conferences and seminars sponsored by the Bureau of Education and Research and the California Elementary Education Association.

Books used in staff development include: 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.

In subject areas identified as weak, whether through STAR assessments or other methods, Green Dot and GDPS/ODLHACHS 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 9<sup>th</sup> 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.

Students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. 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 standards, and assessing student mastery of standards on an ongoing basis. Research has shown that the methods described above are most effective for high school students, especially students who arrive with lower levels of preparation for rigorous academic study. 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 standards.

## **CLOSING THE GAP**

### ***Specific Goals for Providing and Ensuring Equal Access to Academically Low Achieving Students***

GDPS/ODLHACHS is committed to serving academically low achieving students. As with other Green Dot schools, the vast majority of ODLACHS' students are classified as "low achieving." As such, GDPS/ODLHACHS' entire curriculum and program is adapted to improve performance for traditionally low achieving students. GDPS/ODLHACHS has a simple, but specific goal to ensure that all students are prepared for success in college, leadership and life. In fact, GDPS/ODLHACHS' 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. GDPS/ODLHACHS 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"):

- GDPS/ODLHACHS assesses all students after enrollment to determine learning strengths and weakness, as well as overall proficiency in core subjects.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and Math Support, which utilize standards aligned computer based programs for reading and math respectively.
- Low achieving students are also provided remediation during GDPS/ODLHACHS' "Summer Bridge" program and teacher office hours.

### **English Language Learners**

In order to identify the English proficiency of English Language Learners, GDPS/ODLHACHS administers the California English Language Development Test (CELDT) exam to ELL students along with the other placement exams given to all incoming students. From the results on these exams, teachers are informed of the language level of their students and work collaboratively to develop standards-based lessons that support English language development.

Students at Beginning and Early Intermediate levels according to the CELDT are given English Language Development support classes in lieu of Advisory as needed. Content area teachers are supported in using sheltered (SDAIE) techniques, so that students can have equal access to core curriculum.

### **Special Education**

GDPS/ODLHACHS will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). GDPS/ODLHACHS will also ensure that no student otherwise eligible to enroll in their charter school be denied enrollment.

GDPS/ODLHACHS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in GDPS/ODLHACHS.

GDPS/ODLHACHS will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

GDPS/ODLHACHS will adhere to the requirements of the *Chanda Smith* Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings.

GDPS/ODLHACHS will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and enters assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The charter will maintain copies of assessments and IEP materials for district review. GDPS/ODLHACHS will submit to the District all required reports, including but not limited to SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. GDPS/ODLHACHS will develop Individual Transition Plans to help students with disabilities, ages 14 and older, in transitioning to adult living.

GDPS/ODLHACHS will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). GDPS/ODLHACHS will participate in internal validation review (DVR).

GDPS/ODLHACHS will be responsible for the management of its special education budgets, personnel, programs and services. GDPS/ODLHACHS will ensure that its special education personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

GDPS/ODLHACHS will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at GDPS/ODLHACHS. GDPS/ODLHACHS may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, Transportation, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to the Charter Office. GDPS/ODLHACHS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to GDPS/ODLHACHS from District schools or District affiliated charter schools, GDPS/ODLHACHS will provide those related services required by the students' IEPs upon the students' enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District *for thirty (30) days after enrollment*. This will allow GDPS/ODLHACHS time to conduct an IEP team

meeting and to execute contracts as necessary to facilitate the students' transition to GDPS/ODLHACHS. When requested by GDPS/ODLHACHS, a representative from the Local District Special Education Office may attend a student's first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to GDPS/ODLHACHS from other school districts, GDPS/ODLHACHS shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. GDPS/ODLHACHS will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

GDPS/ODLHACHS will be responsible for the development of assessment plans for students with suspected disabilities or, in the alternative, providing appropriate written notices to parents when a request for assessment is denied. Assessment Plans describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. The referral process shall include the results of a school team meeting that has reviewed information from the search and serve activities that indicate the most appropriate evaluations to be included in the Assessment Plan. Assessments may include individual testing, observations, interviews as well as reviews of school records, reports, and work samples. Assessments require: parent consent, assessments of all areas related to the suspected disability, assessments without cultural/racial/gender bias, and multidisciplinary teams to include teachers knowledgeable in the disabilities. Assessments shall be completed within the mandated 50 day (calendar) period. GDPS/ODLHACHS will make decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student's IEP team.

In the event that GDPS/ODLHACHS is unable to provide an appropriate placement or services for a student with special needs, GDPS/ODLHACHS shall contact the District to discuss placement and service alternatives. GDPS/ODLHACHS IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of GDPS/ODLHACHS, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, GDPS/ODLHACHS will be fully responsible for the quality of the program and for any costs incurred for such a placement. GDPS/ODLHACHS also maintains responsibility for monitoring progress towards IEP goals for the student with special needs.

GDPS/ODLHACHS shall conduct an Individualized Education Program (IEP) team meeting within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. An IEP team meeting shall be held annually to review student progress and triennially to review the results of a reevaluation of student progress. IEP team membership shall include parent/guardian, school administrator, current teacher, and other persons such as those who assessed the student.

GDPS/ODLHACHS shall implement and review each student's IEP program and services and support each student's movement into least restrictive environments and increase their interactions with non-disabled students. GDPS/ODLHACHS' general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the charter school. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

GDPS/ODLHACHS shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

GDPS/ODLHACHS will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

GDPS/ODLHACHS will ensure that student discipline and procedures for suspension and expulsion of students with disabilities are in compliance with state and federal law. Discipline procedures include positive behavioral interventions. In accordance with the Modified Consent Decree, GDPS/ODLHACHS will collect data pertaining to the number of special education students suspended or expelled.

#### *Procedural Safeguards/Due Process Hearings*

Parents must consent to an initial evaluation and placement and be notified of any change in placement. Parents have the right to initiate a due process hearing to challenge a decision regarding identification, evaluation, or educational placement of their child.

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to GDPS/ODLHACHS if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending GDPS/ODLHACHS initiates due process proceedings, both GDPS/ODLHACHS and the District will be named as respondents. Whenever possible, the District and GDPS/ODLHACHS shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, GDPS/ODLHACHS will be responsible for its own representation. If GDPS/ODLHACHS retains legal representation for a due process proceeding or other legal proceeding or action, GDPS/ODLHACHS will be responsible for the cost of such representation.

Because GDPS/ODLHACHS will manage and be fiscally responsible for, its students' special education instruction and services, GDPS/ODLHACHS will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that GDPS/ODLHACHS failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on GDPS/ODLHACHS's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, GDPS/ODLHACHS will be responsible for payment of those attorneys' fees and costs.

#### Complaints

The District shall investigate and respond to all special education complaints the District receives pertaining to GDPS/ODLHACHS including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. GDPS/ODLHACHS shall cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. GDPS/ODLHACHS will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

#### Special Education Local Plan Area (SELPA)

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a). Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in GDPS/ODLHACHS in the same manner as students in all District schools.

#### Funding for Special Education

GDPS/ODLHACHS shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). GDPS/ODLHACHS shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. GDPS/ODLHACHS may

request specific related services from the District on a fee basis if the District has availability.

The District will collect an equitable encroachment contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; and 6) implementation of the Modified Consent Decree.

The annual encroachment percentage collected may vary from year to year depending on the district-wide encroachment. The calculation of the fair share contribution shall be based upon a formula designed by the District's Budget Services Office.

The fair share contribution collected for 2008-2009 will not exceed 27%. The maximum fair share percentage will be reviewed annually by the Budget Division, the Charter Schools Office, and the Division of Special Education, and the percentage may be adjusted by a maximum of 2% per year upward or downward to reflect changes in expenditure patterns or in federal or state special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the district's encroachment and other factors.

#### *District Responsibilities Relating to Charter School Special Education Program*

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

#### *Modifications to Special Education Responsibilities and Funding*

The special education responsibilities of GDPS/ODLHACHS and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supercede the provisions on special education responsibilities and funding set forth above.

#### **Meeting the Needs of Gifted Students**

The needs of gifted students are met in a variety of ways. The first is through differentiated instruction, which affords opportunities to explore curriculum at a faster pace, in greater depth, with more complexity and with novel means of demonstrating

mastery. A second means of addressing gifted students' needs is through a rich offering of honors and Advanced Placement courses taught by highly-qualified teachers. Inspection of the course outlines appended to this petition allows the reader to verify the extent of these offerings. Service learning provides a third way in which to match students' strengths with real-world challenges and to stimulate our students to develop their talents in new directions. An important goal of GDPS/ODLHACHS is to develop capacity for leadership. All students—and gifted students in particular—are encouraged to take initiative in organizing and managing school clubs and leading athletic teams. Finally, the development of a culture of inclusion addresses the emotional and psychological needs of gifted students, who often feel socially isolated. GDPS/ODLHACHS students become members of a family of learners where each student's strengths are acknowledged and celebrated.

## **A “Typical Day” at the Charter School**

### ***What a Visitor Should Expect to See When the School’s Vision is Being Fully Implemented***

A Day in the Life at Oscar de la Hoya Animo Charter High School

By Jasmin Vasquez, Class of 2007, Oscar de la Hoya Animo Charter High School

As I walk through the school halls I see: waves of student work lining the walls, schools of students carrying books, and teachers eagerly waiting for the day to begin. Sliding into the social studies classroom, I overhear some heated but good-natured debates between students concerning social issues and other unexpected topics – topics you would not normally expect teenagers to take passionate stances on. The teacher plays devil’s advocate to the students’ opinions and theories in order to further their intellectual growth. No, this is not a dream of an ideal school, but a typical day at Oscar de la Hoya Animo Charter High School (GDPS/ODLHACHS).

As the students go about their daily routines, they encounter familiar faces that are always willing to take a minute and lend a helping hand. Unexpectedly (or maybe not so unexpectedly at GDPS/ODLHACHS), one of these helping hands is the principal. She greets almost every student by name and talks with them during breaks, developing a friendship further than the ordinary one of a student and their principal. Likewise, parents have a vital role in the proper and functioning system at the school. Parents volunteer for services that range from the most essential tasks like helping to serve lunch, to attending staff, student and parent meetings designed to help improve the school. The role and participation that each person holds at GDPS/ODLHACHS definitely is of major importance and contributes to the success that they have all accomplished together.

The path to success does not conclude when the bell rings at 3:30. The afternoon for an GDPS/ODLHACHS student is very different than that of a typical student in the neighborhood. After hours of concentration and hard work, students take part in various clubs and activities. It seems that there is always something fun to do after school at GDPS/ODLHACHS. Some join the Social Justice Club, which raises money to relieve famine in third-world countries. Others join the Art Club, where members dedicate themselves to enriching their artistic capabilities. Students at GDPS/ODLHACHS are not only free to establish these clubs and capable of doing it, but amazingly are able to juggle both the social and educational aspects of their high school careers.

As the sun sets, I reflect on what I have seen here. I clearly see that the students at this school in no way have an easy ride in achieving the expected: to attend a four-year college. They come from challenging neighborhoods where more kids drop out than graduate. But they get a lot of help on this flight of challenge from the best leadership and resources possible. This school not only has the best, most prepared teachers out there, but also has teachers that care and are willing to take their roles a step further out of the classroom. These teachers become the students’ best friends and guides who prepare them not only for success in college, but also for a long life of learning.

Without a doubt, after having been part of such a unique and boundary-less world of educational and personal advancement, an GDPS/ODLHACHS student will be a leader who advocates for improvement of his or her community, certainly in education but also in other areas. Exposing the students to a world of so many possibilities and realized dreams, no other school structure seems more appropriate for unfailing success like that of the Animo schools. They have been established for the improvement and equal opportunities in education, and so far have been successful at fulfilling their goal.

### 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 <sup>th</sup>		10 <sup>th</sup>		11 <sup>th</sup>		12 <sup>th</sup>	
		1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<b>A. History/Social Science:</b> US History, World History, Government	<b>2 Required</b> <b>3 Recommended</b>			World History (AP)	World History (AP)	US History (AP)	US History (AP)	Government (AP)	Econ* (AP)
<b>B. English</b>	<b>4 Required</b>	English 9	English 9	English 10	English 10	English 11	English 11	English 12 (AP)	English 12 (AP)
<b>C. Mathematics:</b> Algebra I, Geometry, and Algebra II, Pre-Calculus, Calculus, Statistics	<b>3 Required</b> <b>4 Recommended</b>	Algebra I or Geometry	Algebra I or Geometry	Geometry or Algebra II	Geometry or Algebra II	Algebra II Or Pre-Calculus	Algebra II Or Pre-Calculus	AP Calculus or Statistics	AP Calculus or Statistics
<b>D. Laboratory Science:</b> Biology, Chemistry, Physics.	<b>3 Required</b> <b>4 Recommended</b>			Biology	Biology	Chemistry	Chemistry	Physics	Physics
<b>E. Language other than English</b>	<b>2 Required</b> <b>3 Recommended</b>			Span I or Span II	Span I or Span II	Span III or AP Language	Span III or AP Language	AP Language Or AP Literature	AP Language Or AP Literature
<b>F. Visual &amp; Performing Arts:</b> Drama, film, etc.	<b>1 Required</b>					Visual Art	Visual Art		
<b>G. College Preparatory Electives</b> visual and performing arts, history,, English, advanced math, laboratory science and language other than English	<b>1 Required</b>	Integrated Science	Integrated Science						Economics

## SCHOOL CALENDAR AND SCHOOL TIME

GDPS/ODLHACHS uses a block schedule in order to afford students and teachers the time to do more in-depth studies, projects, experiments, etc. on a daily basis. Blocking classes also allows teachers to establish a bond with their students and help them to become aware of each student's strengths and weaknesses more quickly in order to meet each student's needs more efficiently.

GDPS/ODLHACHS has at least 183 student days and an additional 10 professional development days for its teachers. It surpasses the required number of minutes of instruction as set forth in Education Code 46201. GDPS/ODLHACHS requires its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1).

GDPS/ODLHACHS uses flexible scheduling models to increase interdisciplinary work and meet specific learning needs. However, the schedule is continually tailored as much as possible to the calendar in Los Angeles Unified School District without compromising the academic program. GDPS/ODLHACHS wants to be respectful of those families who have children in Los Angeles Unified School District and at GDPS/ODLHACHS.

*“The master schedule includes 115-minute, 100-minute and 110-minute block periods on Monday/Tuesday and Thursday/Friday. On Wednesdays, students attend all of their classes for 40-minute periods. In addition, there is a 30-minute Advisory period Monday-Friday. The block schedule gives teachers and students adequate time and opportunity to engage in direct instruction and meaningful active learning activities, including cooperative projects and experiments in a single class.*

### Sports, Clubs and Community Service Activities

GDPS/ODLHACHS believes that co-curricular sports, clubs, and community service activities are central to an effective education.

#### Sports

Depending on student interest and sufficient fundraising, each year GDPS/ODLHACHS offers boys' and girls' basketball, soccer, softball, baseball, and self defense. Additional sports may be offered in subsequent years based on student interest and funding. Practice and game facilities are secured through partnerships with local parks, recreation centers, Boys and Girls' Clubs, and in some cases, District facilities. Rental fees for such facilities come from the school budget and are typically drawn from the Student Events and Student Athletic Equipment line items.

#### Clubs

GDPS/ODLHACHS offers a wide variety of activities outside of the academic program. Depending on student interest and budgetary constraints, including model United Nations, debating teams, Social Justice, Art Club, Dance, Cheerleading, Film, Video Gaming and Engineering among other student-initiated activities and clubs. GDPS/ODLHACHS takes advantage of the charter status flexibility in adjusting the 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. GDPS/ODLHACHS 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).

In 2004 students created and continue to lead a peer tutoring program called Y.E.S (Youth Education Services). Various students work to maintain the peer tutoring program each year with the support of faculty sponsors. More efforts have to be made to ensure there is consistent participation of students most in need of academic help.

### Community Partners

Primary community partners that work with GDPS/ODLHACHS to meet its mission and ESLR's are the Salesian Boys and Girls Club, the Adelante Leadership Summer Program and Homeboy industries. The Salesian Boys and Girls Club provides students in the Boyle Heights area with after school tutoring and homework assistance. They provide individualized academic planning, college admissions, and financial aid awareness seminars. The club also works with GDPS/ODLHACHS by allowing the school to use their basketball gym for basketball and indoor soccer games. Salesian Boys and Girls Club is GDPS/ODLHACHS' "home court" in Boyle Heights.

In addition the Adelante Leadership Program (an affiliate of the Salesian Boys and Girls Club) actively recruits GDPS/ODLHACHS students each year to participate in a 16 week summer program designed to enhance student self esteem, career options and college readiness. During this program students participate in Leadership Camp Trip, Summer Leadership Symposia, and a Congressional Award Program. These activities allow students to develop leadership and communication skills, set career goals, gain knowledge of civic engagement and public policy issues, meet local politicians, and participate in internships with companies and community based organizations of interest.

Homeboy Industries is a local non profit organization headed by Father Mark Torres that serves the needs of "at risk" youth in the East LA area. Their mission is to assist at-risk and former gang involved youth in becoming contributing members of the community through a variety of services. Free programs -- including counseling, education, tattoo removal, job training and job placement -- enable young people to redirect their lives and provide them with hope for their futures. Homeboy industries and Farther Mark Torres worked tirelessly with the school in its early stages to pass out applications and refer students to our school. Now GDPS/ODLHACHS works with Homeboy industries by referring students and families in crisis for individual and family counseling. Homeboy Industries also provides GDPS/ODLHACHS with guest speakers and former gang members who participate in health and wellness days and other functions on campus.

## **TEACHER RECRUITMENT**

Every effort is made to attract the best talent available in the market for all positions. GDPS/ODLHACHS relies on Green Dot and leverages its centralized teacher recruiting

services to find the most qualified candidates to teach at the school. As evidence of Green Dot's success in teacher recruitment, over 800 applicants applied for 80 Green Dot teaching positions in 2006. GDPS/ODLHACHS seeks to fill open positions with highly qualified teachers that are fully credentialed, possess subject matter competency and fulfill all requirements as outlined by No Child Left Behind (NCLB) regulations. To support GDPS/ODLHACHS in teacher recruitment, Green Dot provides the following services: Posting of open teacher positions to various sources (colleges, universities, and credential programs nationwide; teacher job posting services, alumni networks, EDJoin, et al); Establishing relationships with local schools of education; Hosting teacher recruiting events; Organizing local job fairs; Tracking and screening of initial candidates; Making offers to candidates and complete HR processing; Recommending candidate interview processes and tools and providing comprehensive interview training.

## **SCHOOL DRESS CODE**

GDPS/ODLHACHS has a clear expectation that everyone makes learning a top priority. School rules help to ensure that learning is the focus on campus. School rules are:

- Be Respectful
- Be On Time
- Be Prepared
- Be Responsible

In addition, students at GDPS/ODLHACHS are required to wear a school uniform consisting of a pair of Khaki pants, shorts, or skirts and a navy blue polo shirt with tennis or athletic shoes.

*"Students who can not afford uniforms can apply for a scholarship that pays for the cost of the uniform."*

## **PARENT INVOLVEMENT**

Parents and families are required to complete 35 hours of service to the school per year. The primary focus of service is parent support for their child's academic achievement. Therefore parents are encouraged to complete parenting, English, and computer classes, as well as college and financial aid workshops. Any course work parents take that increases family literacy receives service credit. Parents have many additional opportunities to complete volunteer hours including:

- Assistance in the office
- Supervision before and after school and at lunch
- Supervision during fieldtrips and school events
- Fundraising
- Attending parent workshops, meetings, and community events
- Serving on the Parent Teacher Organization (PTO) and attending PTO meetings.

Parents may also earn volunteer hours for hosting homework and study sessions in their home, regularly checking student homework logs and signing them, and completing parent surveys. Approximately 80 percent of parents complete their service hours each year. The focus continues to be service at home and in the local community as our current facility lies outside the geographic area we serve.

## **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*

As described previously, at GDPS/ODLHACHS we expect to graduate students that have developed the following skills:

#### **Socially Responsible Citizens who:**

- Understand and participate in the democratic process and recognize its value in a global context.
- Are law abiding individuals.
- Assess individual, group, and/or community needs and choose to develop plans to meet those needs.

#### **Effective Communicators who:**

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

#### **Academic Achievers who:**

- Produce quality work across the curriculum.
- Are knowledgeable with regards to educational pathways and career choices.
- Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
- Demonstrate the critical thinking skills of application, analysis, synthesis, and evaluation.

#### **Life-long Learners who:**

- Continue their education by attending a post secondary institution, reading, and traveling.
- Are adaptive to a wide array of professional and cultural settings.
- Are goal-oriented and understand the importance of continual goal setting.
- Utilize self reflection as a tool for personal growth.

#### **Respectful Individuals who:**

- Demonstrate knowledge, compassion and respect for diverse individuals and groups throughout society.

- Exhibit appropriate manners and utilize the vocabulary associated with them.
- Care for their physical environment.
- Employ active listening and communication skills to resolve conflicts peacefully.

All students will be held accountable to the same standards and supported to reach the measurable objectives. In addition, GDPS/ODLHACHS and Green Dot expects its graduates to have mastered all or part of the following:

Subject Area	Aligned State Standards	Assessment Tool
English/Language Arts	- Students read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	CAHSEE, ELA CST
English Language Development	- Students gain increasing control of the ability to understand, speak, read and write in English	CELDT CST--ELA
Mathematics	- Students demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations - Students are able to use geometric skills and concepts. They be able to construct formal, logical arguments and proofs in geometric settings and problems - Students gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system - Students are able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science - Students are able to apply mathematics and its intrinsic theory	CAHSEE, Algebra I, Geometry, Algebra II CST
Biological/Physical Sciences	- Students demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Integrated Science I, Biology, Chemistry CST
History/Social Studies	- Students demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism	US History, World History CST
Foreign Language	- Students demonstrate, in a foreign language, the	Spanish AP tests

	ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	(where applicable)
Visual & Performing Arts	- Students demonstrate some facility with a fine or performing art. Students understand the place of art in society.	Individual course assessments

Outcome Goals

In order for our students to be able to matriculate to the universities of their choice upon graduation, GDPS/ODLHACHS holds high standards for their academic achievement. The school continues to work toward the following long-term and short-term outcomes for GDPS/ODLHACHS.

GDPS/ODLHACHS hopes to achieve the following goals within five to ten years:

- 85% of entering 9<sup>th</sup> grade students at GDPS/ODLHACHS will graduate and 65% will be accepted to a 4-year college.
- 50% of students will score proficient on the CST test in all core subjects.
- GDPS/ODLHACHS will receive at least an 8 out of 10 Similar Schools Rank API and at least a 4 out of 10 State Rank API.
- Upon graduation, all students will have met the Expected School-wide Learning Results (ESLR's).

The CAHSEE quantitative targets are a 65% pass rate in both Math and ELA.

In the shorter term (over the next five years), GDPS/ODLHACHS expects to achieve the following outcome goals:

- GDPS/ODLHACHS will exceed the average performance levels of comparable public schools in GDPS/ODLHACHS' attendance area on the Academic Performance Index;
- GDPS/ODLHACHS' truancy and drop-out rates will be below comparable public schools in GDPS/ODLHACHS' attendance area norm;
- GDPS/ODLHACHS' attendance rates will be above comparable public schools in GDPS/ODLHACHS' attendance area norm;
- GDPS/ODLHACHS students' will outperform comparable public schools in GDPS/ODLHACHS' attendance area average on STAR Tests and the California High School Exit Exam

For comparative purposes, the following table shows the outcomes level for Roosevelt and Garfield Senior High Schools, which are the comparable public schools in the GDPS/ODLHACHS attendance area.

<b>Comparable School</b>	<b>2007 Growth API Score</b>	<b>2006 State Rank</b>	<b>2006 Similar Schools Rank</b>	<b>2006 CAHSEE Math Pass Rate</b>	<b>2006 CAHSEE ELA Pass Rate</b>

Roosevelt High School	557	1	4	61%	61%
Garfield High School	553	1	3	57%	55%
<b>Average</b>	<b>555</b>	<b>1</b>	<b>4</b>	<b>59%</b>	<b>58%</b>

- Additionally, students must complete a senior portfolio that demands evidence of student learning and meeting the Expected School-wide Learning Results after four years of education.

This senior portfolio is designed to be useful to students outside the high school setting. By the end of their senior year, students are required to present their portfolio documenting the following:

- Career awareness and goal setting with an up to date resume and letters of recommendation.
- Completed applications to at least three post secondary institutions along with completed financial aid forms and at least one scholarship application.
- A detailed reflection of their four years of education at GDPS/ODLHACHS, how they have met the ESLR’s and why they should be allowed to graduate.
- Artifacts that provide evidence of their achievement of the ESLR’s

As GDPS/ODLHACHS continues to grow and change, exit-outcomes and school-wide performance goals are modified with the input of all stakeholders. Intrinsic to the program is the understanding that students are held accountable to the same standards and supported to reach the measurable objectives. GDPS/ODLHACHS measures its student’s progress towards it ESLR through a variety of diagnostic and authentic assessments.

**PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL MATERIALS ARE TO BE SELECTED**

The books utilized for each course at GDPS/ODLHACHS was chosen through a collaborative effort between the school principal, its founding teachers and department chairs and Green Dot’s corporate organization. Green Dot’s education team provides a list of recommended textbooks and teaching strategies for different courses at GDPS/ODLHACHS. The principal and teachers of GDPS/ODLHACHS determine which textbooks and strategies from that recommended list are most relevant for their school. Each textbook selected must be aligned with state standards for the content area and grade level.

**DELINEATION OF WHEN AND HOW PUPIL OUTCOMES BE ASSESSED**

College-prep, rigorous assessments that are aligned to state content standards are provided to all GDPS/ODLHACHS students. A “Standards Planning Sheet” is used to ensure that each assessment correlates to a state standard and encourages teachers to assess whether or not students have mastered each standard. Teachers are trained to use the Backwards Design Model for developing instructional units. This model requires the teacher use the state standards as a starting point for curriculum development. By adhering to this model, GDPS/ODLHACHS ensures that student report card grades measure the level of student mastery of content standards. Teachers also use student achievement results on assessments to determine areas for re-teaching. Teachers use student performance on assessments to guide

their planning and instruction. For example, the English Department may develop a writing rubric aligned with state content standards to address the low writing skills of GDPS/ODLHACHS students.

GDPS/ODLHACHS relies 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 for native Spanish speakers) at the end of their 8th grade year. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and this test determines a student's level so that GDPS/ODLHACHS can determine which students are reading at a basic or far below basic level. The UCLA Algebra and Geometry Readiness tests are used to determine algebra readiness and identify students who can begin 9<sup>th</sup> grade with Geometry. Incoming students are tested during the Summer Bridge Program (see Element 3). Students who score basic or far below basic on the reading assessments are placed in a year-long Read 180 course to support them in their standards-based, college-prep English course. Because fundamental math skills are often lacking given diagnostics test results, all students are placed in the Math Support class at the 9<sup>th</sup> grade to ensure mastery of the fundamental language, logic, and computations essential for success in high school level math.

The GDPS/ODLHACHS staff also uses data from state assessments, diagnostic assessments (Read180, RiverDeep, UCLA Math Readiness exam, et al.) and classroom assessments on an ongoing basis to inform instruction and student placement. GDPS/ODLHACHS uses all of these indicators to monitor student, school progress, and to drive reflection continual improvement at the school site. Where possible (ex. Read 180, CAT/6) data is used to develop longitudinal analysis of student progress. Green Dot's Home Office is currently developing a standard process for examining student longitudinal analysis as part of its comprehensive knowledge management plan. State test data is reviewed at the beginning of each year at the summer retreat and student grades are reviewed by subject at the end of every quarter. The staff analyzes 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 sets 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. Development plans are established for teachers whose students are not achieving as evidenced by grades. The development plan is created in collaboration with the teacher, the principal, and the department chair and establishes clear guidelines and supports for the teacher to help him/her increase student achievement.

Student achievement and assessments are also discussed during department meetings and grade level meetings. The master schedule provides all teachers in a department with a common planning period so they can meet weekly to collaborate. Additionally, departments meet once a month during their planning periods to discuss progress towards department goals and curriculum pathways. Grade levels also meet once a month on late-start Wednesdays. 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.

The GDPS/ODLHACHS staff believes a critical piece to student success is a student's ability to assess his/her own work against set standards. Clear expectations is the second principle in the Principles of Learning from the University of Pittsburgh, and it 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. Students are also given the opportunity to reflect upon their work and track their progress by utilizing the Ànimo Portfolio System (APS). This online database allows them to upload their best work and assess the work using a rubric.

### **IDENTIFICATION OF WHO IS ACCOUNTABLE FOR STUDENT PROGRESS**

Green Dot holds the principal of GDPS/ODLHACHS ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the GDPS/ODLHACHS staff is data-driven, results-oriented and also accountable for student progress in the classroom. The culture at GDPS/ODLHACHS is based upon constant reflection and improvement.

As required under No Child Left Behind ("NCLB"), GDPS/ODLHACHS works 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. GDPS/ODLHACHS implements 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. GDPS/ODLHACHS may also implement extended learning for students falling behind who need extra help. GDPS/ODLHACHS participates in all assessments required by the State of California, including, but not limited to, STAR tests (CAT/6, CST), CELDT, and CAHSEE. Furthermore, GDPS/ODLHACHS has a six year WASC accreditation.

Green Dot uses STAR, CEDLT, CAHSEE, and other internal assessments to ensure that all students meet state standards and the school (GDPS/ODLHACHS) 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 consistently improve and surpass its State goals and the goals outlined within their respective charter petitions (see the section titled "Measurable Student Outcomes").

Additionally, the District has set forth a set of achievement benchmarks that it intends to use to analyze the academic performance of charter schools in general as well as in specific cases that may arise under EC 47607(b)(4) (see Appendix X). Currently in 2008, the District is working with stakeholders to create a new charter schools policy and review its oversight protocols. To the extent these result in the establishment of new achievement benchmarks, the charter will be amended to reflect the new benchmark criteria.

## **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, GDPS/ODLHACHS has a rigorous assessment and goal-setting program 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 GDPS/ODLHACHS:

- *Placement exams:* All freshman and new students are given the UCLA Algebra Readiness exam and the Scholastic Reading placement exam in order to determine proficiency levels in math and reading. Comparable tests are given at the end of the year to measure progress. The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CEDLT is administered annually until students are designated English fluent.
- *State Required Tests:* All state required tests are given and analyzed closely (STAR, CAHSEE, etc.). 8<sup>th</sup> grade scores for incoming freshman are gathered so that growth can be compared between Green Dot schools and the district schools.
- *Other Standardized Tests:* PSAT annually beginning in 10<sup>th</sup> grade, AP tests, etc.
- *Green Dot-Wide Interim Assessments:* Common assessments for each content and grade level class are being developed for use across all Green Dot schools and GDPS/ODLHACHS. To date, the first set of assessments have been created by cross-school teams (representatives from each Green Dot school) and has been implemented at GDPS/ODLHACHS. These assessments include scoring guides and essential skills rubrics for each content area. GDPS/ODLHACHS and all Green Dot schools 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.
- Students are also measured regularly in non-curriculum areas such as class attendance and discipline.

Scores from all student assessments can be uploaded into GDPS/ODLHACHS' information management system (PowerSchool) so that students' progress within particular subjects and across all subjects can be monitored at any given time. Teachers critically analyze student data, identify strengths and opportunity areas and develop individualized learning plans and defined goals for their students. Goals, and student progress towards those goals, are clearly communicated to students and parents on a regular basis. Regular assessments and analysis help administrators manage their schools more effectively, as they can clearly identify problem areas for certain students or subjects and allocate resources to fix those areas.

Students are measured in non-curriculum areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, GDPS/ODLHACHS actively tracks each student's attendance numbers as well as the number of discipline actions against them (tardies, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban high schools when it comes to assessment, but Green Dot and GDPS/ODLHACHS believe that students develop quicker when they are held accountable for both performance and conduct.

The philosophy of GDPS/ODLHACHS, the other Animo schools, Green Dot Public Schools' board members, and community stakeholders is that we work together to set specific and measurable goals to ensure that all Animo schools meet their obligations in terms of student performance and school operations to create a powerful tool for ongoing learning and improvement. Goals and objectives for academic performance involve four steps:

1. 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 demonstrate in each subject area, grade, or skill level.

2. 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.

3. Assessments that actually measure if curriculum has been learned and monitoring progress toward goals: This includes a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade (STAR, etc.), by other adopted statewide assessments (CELDT, etc.), and by AP exam results. Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams. Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued quarterly. Staff development emphasizes advanced training in use of classroom management applications, particularly Power School, to assess student progress toward project benchmarks.

4. Using the data to identify strengths and areas of improvement: The staff 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., STAR, SAT, proficiency tests, HSEE); develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.

Grading Policy: Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and review the grading policy with the school site principal for approval. As with other Green Dot schools, GDPS/ODLHACHS' principal work with teachers and departments to align grading policies across the school site with standards based outcomes. Each school and course generally adheres to the following standard grading policy:

- Students are given letter grades for assignments and courses whereby scores between 90 – 100 receive an “A” grade, scores between 80- 89 receive a “B” grade and so on
- Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A “typical” class assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments. (Please see the section titled “Parent Student Handbook” for more information on the grading policy).

Reporting Data: Staff reports student progress to: (1) students and parents, (2) the chartering agency, (3) the broader public, and (4) teachers and school board members. Progress reporting data is mailed, available via the school website and includes: grades and report cards, portfolios, narratives, student-involved conferences, annual reports, informational brochures, and minutes of stakeholder meetings when available.

If GDPS/ODLHACHS does not test (i.e., STAR, CELDT, CAHSEE) with the District, a copy of the school's test results will be submitted to the District on a CD on or before September 30, immediately following that spring's test administration, except that the CELDT and CAHSEE results must be submitted to the District no later than two weeks after receipt of the CD from the state's vendor.

## **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.*

GDPS/ODLHACHS is an independent charter school. It is governed by Green Dot Public Schools, a 501 (c)(3) non-profit benefit California Corporation. Ultimate responsibility for the governance of GDPS/ODLHACHS rests with Green Dot's Board of Directors while Green Dot's management team will be responsible for the majority of the policy setting decisions including the following:

- Set general policies of the school
- Approve and monitor the school's annual budget
- Ensure operation of the school in accordance with the charter and the law
- Hiring the school's principal

Green Dot's Board of Directors is the ultimate governing body for GDPS/ODLHACHS and will be responsible for major strategic and policy decisions related to the school and overseeing GDPS/ODLHACHS' financial sustainability.

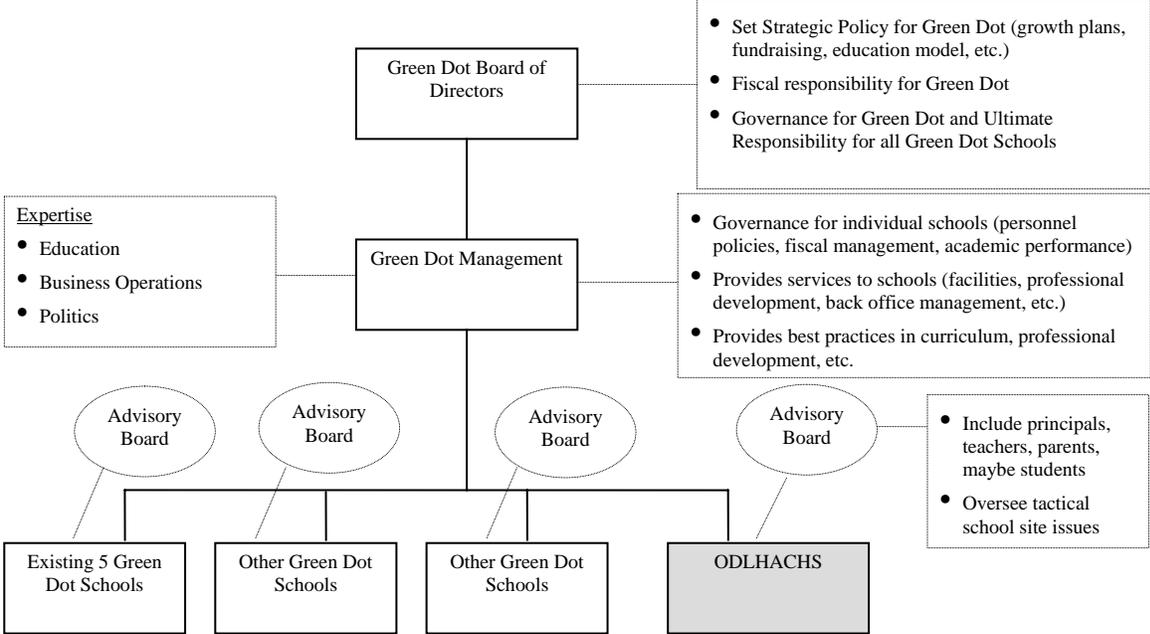
The Principal is responsible for the daily administrative operation of the school and is accountable first to Green Dot management and ultimately to the Green Dot Public Schools' Board. Additionally an Advisory team made up of the Principal, a few lead teachers and community members is set up in order to help with the day to day decisions occurring on the school site level.

*“All advisory board members are elected members of the school community. Parent representatives are elected members of the Parent Teacher Organization board, student representatives are elected members of student government, and teacher representatives on the advisory board are elected members of the school's instructional leadership team and serve as department chairs or grade level leaders. Members of the advisory board are removed when the term of their respective elected positions are up. Parents and teachers are up every two years and students are up for re-election every year.”*

### **Advisory Board Responsibilities**

*“Advisory Board responsibilities include but are not limited to providing input on long-range planning, developing and recommending school improvement plans, budgets, and policies for the benefit of the entire school, and disseminating information to allow all shareholders equal opportunity through representation.”*

Below is a diagram of the Green Dot governing structure:



GDPS/ODLHACHS will be solely responsible for the debts and obligations of the charter school. 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 GDPS/ODLHACHS. If this charter is found to be invalid or contrary to law by the California Department of Education, a court of law, or other appropriate jurisdictional agency, at that point, this charter petition shall be revoked and the Los Angeles School District shall be held harmless for having approved the petition. Additionally, the charter may be revoked by the Los Angeles School District for any of the legal grounds identified in the Charter Act of 1992.

Green Dot Board of Directors shall permit Los Angeles Unified School District (LAUSD) to appoint one non-voting representative to participate on the Board of Directors of Green Dot Public Schools. An LAUSD member shall also be permitted to participate on the Advisory Board of the GDPS/ODLHACHS as a non-voting representative.

Potential members of the Green Dot Board of Directors are typically nominated by an existing member. 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 GDPS/ODLHACHS 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.

Removal/Resignation of Board of Directors

*“Any director may resign effective upon giving written notice to the chairperson. Removal of a director may be made for cause by the Board under California Corporations Code Section 5221(a) and without cause by approval of a majority of the directors under CCC Section 5222(a)(3).”*

GDPS/ODLHACHS shall be solely responsible for the legal obligations of Green Dot Public Schools and ODLHACHS. Members of the Green Dot Public Schools and ODLHACHS' executive board, any administrators, managers or employees, and any other committees of Green Dot Public Schools and/or ODLHACHS shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

There will be numerous opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students have been 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. 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.

In 2004-2005 the Parent Teacher Organization was established at GDPS/ODLHACHS with two teacher sponsors and a six member PTO board at the request of several interested parents. Approximately 30-40 parents attended the PTO meetings each month. The PTO works with the school to support the academic achievement of all students by providing information and education to parents regarding the academic, social, and emotion success of their teens.

In three years of operation the PTO in partnership with our school has sponsored:

- Computer classes
- A 12 week parenting course in partnership Planned Parenthood
- Financial aid and college planning seminars
- Information sessions about teens and at risk behavior
- Internet safety and MySpace seminars
- School and organization fundraising

In its third year of operation the PTO Board has finalized organization bylaws to be approved by PTO members. In addition the PTO Board serves as an extension of the school leadership team and will be formally joined to the schools governance council in 2007.

Currently the PTO Board, a pilot group of parents, and administration began working together to ensure that all parents are trained by 2008 to begin actively reinforcing targeted study and test taking skills at home. Utilizing a train the trainer model, a group of 10 volunteer parents from the PTO are being trained to observe and evaluate best teacher and student practices in the classroom and share that knowledge with other parents. In addition these parents will learn study skills and study habits to reinforce with their children as they study and complete homework at home. The goal is to increase parent and student communication about classroom activities at home and to empower parents with the information necessary analyze and evaluate the quality of our instructional program. Educational research on the impact of parent involvement and home study habits of secondary students on achievement suggest this type of parent training and family dialogue may contribute to substantial increases in student achievement.

Examples of Parent Involvement

*“Parents are involved in the following activities each year: Parent surveys, Parent Teacher Organization and school sponsored parent education seminars on teenage safety; computers, parenting, and supporting learning at home. Parents supervise lunch, field trips, dances and other school events, help out in the office or with campus supervision, and attend open houses and parent conferences. Parents are given service hours for taking students to colleges, museums and educational events in the community. Parents also participate in college and financial aid workshops.*

### **Grievance Procedure for Parents and Students**

GDPS/ODLHACHS will designate at least one employee 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 GDPS/ODLHACHS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. GDPS/ODLHACHS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

GDPS/ODLHACHS 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.

***“Complaint filing and investigation procedures:***

*“The student or employee may first report the complaint to the Principal. If it cannot be settled informally, then the student or employee alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible. The investigation will include a meeting with the person alleged to have caused the complaint, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged will be placed on suspension or administrative leave during the course of the investigation. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the complaint and can include all disciplinary actions up to and including immediate expulsion or termination.”*

If the harasser is the principal, the same procedure applies, however, instead of reporting the complaint to the principal, the complaint should be reported to the Cluster Director who is the principal’s immediate supervisor.

GDPS/ODLHACHS 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**

GDPS/ODLHACHS will comply with the District policy related to charter schools, as it may be changed from time to time.

**Responding to Inquiries**

GDPS/ODLHACHS 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. GDPS/ODLHACHS acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

## **Notifications**

Notification will be made to the Charter Schools Division 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 GDPS/ODLHACHS.

## **Board Meetings**

The entire Green Dot Board of Directors meets on a quarterly basis. Within the Board there is an Executive Committee that meets monthly to discuss key issues in a timely manner.

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). Meeting minutes and board actions are recorded and also available to the public. GDPS/ODLHACHS is subject to and will comply with the Brown Act.

## **Green Dot Management Meetings**

The Green Dot Management Team meets on a weekly basis to focus on key issues dealing with GDPS/ODLHACHS and other schools. Green Dot 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.

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

## **Management Team**

### **Steve Barr – Founder and CEO**

Steve Barr founded Green Dot Public Schools in 1999 with the vision of transforming secondary education in California by creating a number of high performing charter high schools using available public dollars. Under Steve's leadership, Green Dot built one of the first comprehensive public high schools in the Los Angeles area in thirty years in Fall 2000 and built a second high school in Fall 2002. Green Dot's first school scored a 10 out of 10 on the most recent similar schools API rankings.

In addition to leading Green Dot, Steve is a State Board of Education appointee to the Advisory Commission on Charter Schools where he provides policy recommendations to the State Board of Education on charter school related issues. Steve is also a founding member of the Charter Leadership Council.

Prior to founding Green Dot, Steve held a number of leadership positions in political / social service organizations. In 1990, Steve co-founded Rock The Vote. The Rock The Vote campaigns and field efforts led the way in the first upward surge in 18-24 year old in voting since the passage of the 26<sup>th</sup> Amendment. Following Rock the Vote, Steve led the successful efforts to pass the Motor Voter Bill, which was signed into law in 1994 by President Clinton. Thirty million Americans have registered to vote via Motor Voter.

Steve hosted President Clinton's National Service Inaugural event, which led to the creation of Americorps. He then oversaw an Americorps after-school program project in South Central and East Los Angeles, which focused on helping single mothers transition off of welfare.

Steve has been active in politics throughout his professional career serving on the national campaigns of President Clinton, Senator Gary Hart and Governor Michael Dukakis and as a finance chair for the Democratic Party. Additionally, Steve has helped drive political change through television, as a national correspondent on the nationally syndicated Disney-produced "The Crusaders" and a contributor to Discovery Channel's "Why Things Are?" and as a writer through national magazines such as George. Steve authored "The Flame, The Story Of An Unlikely Patriot" (Morrow, 1987)

Marco Petruzzi – President and Chief Operating 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 provides 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.

Sandy Blazer – Chief Academic Officer

Sandy has been an elementary, middle school and high school principal, and the Director of General Education and Special Education Services in the Long Beach Unified School District. All of the schools she has led have been recognized as California Distinguished Schools, where Dr. Blazer has implemented models of collaboration that directly impacted the achievement of all groups of students she served. She is a Senior Consultant with Focus on Results, a company dedicated to the improvement of public schools throughout the world. As Chief Academic Officer, she now is using her skills to impact all of the schools in the Green Dot system.

Sabrina Ayala – Chief Financial Officer

Sabrina Ayala 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**

Steve Barr – Founder, Chairman, and CEO, Green Dot Public Schools  
*See bio under Executive Management Team.*

Charisse Bremond-Weaver – President & CEO, Brotherhood Crusade

In January 2006, Charisse Bremond-Weaver became President of the Brotherhood Crusade, the community service and development organization founded by her late father Walter Bremond. The Brotherhood Crusade supports underserved communities by funding and assisting numerous vital agencies. The Brotherhood Crusade supports families and individuals through ongoing supportive services, economic development, health services and education programs. Previously, she has served as the first woman President of the African American Unity Center and as the first-ever Executive Director of Sabriya's Castle of Fun Foundation. Ms. Bremond-Weaver is a graduate of Utah State University, where she attended on a women's basketball scholarship and received her degree in Communications.

Oscar De La Hoya – Professional Boxer, Philanthropist and Businessman

Oscar De La Hoya leaped to the forefront of boxing with an inspiring Gold Medal performance during the 1992 Barcelona Summer Olympic Games. In the years that have followed, De La Hoya has won world titles at 130, 135, 140, 147 and 154 pounds to become one of only three boxers in the history of the sport to win world championships of five different weight classes. Along the way he has built a legion of loyal fans that pack every arena in which he performs. His fight in El Paso, Texas drew 45,000 people.

Outside of the ring, Mr. De La Hoya is a leader both within his community and throughout the nation. He began the Oscar De La Hoya Foundation in order to give back to his community. Through the foundation, he opened a youth center where children learn about good citizenship, the importance of education, and the dangers of alcohol and drug use. Additionally he started a Learning Center, an after-school center for tutoring in schoolwork and developing of computer skills.

Glenn Dryfoos – Sr. VP and General Counsel, Telemundo Communications Group

Glenn Dryfoos is the Sr. Vice President and General Counsel of Telemundo Communications Group, Inc., which owns and operates the nation's #2 Spanish-language television network and 13 affiliated local television stations. Telemundo is a wholly owned subsidiary of NBC. Based out of Telemundo's headquarters in Hialeah, FL, Mr. Dryfoos is responsible for all of the Company's legal and business affairs.

Prior to joining Telemundo in 2001, Mr. Dryfoos was the Sr. Vice President and General Counsel of Cisneros Television Group, a company which he helped create, first as outside counsel and then in-house. Previously, Mr. Dryfoos was an associate (1987-1993) and partner

(1994-2000) of the law firm Greenberg, Glusker, Fields, Claman & Machtinger, LLP in Los Angeles, CA. He represented a wide range of clients in general business, entertainment and commercial law matters, with an emphasis on transactions in the field of international television licensing and distribution. Mr. Dryfoos is a Director of the Oscar De La Hoya Foundation, which provides recreational and educational opportunities to children in Los Angeles. Mr. Dryfoos is a graduate of Princeton University (A.B., economics) and New York University School of Law (J.D.).

*Susan Estrich – Professor, University of Southern California Gould School of Law*

Susan Estrich is the Robert Kingsley Professor of Law and Political Science at the University of Southern California Gould School of Law. She serves on the Board of Editorial Contributors for USA Today, as a presidential appointee on U.S. Holocaust Memorial Council and as a mayoral appointee on the City of Los Angeles Ethics Committee. Previously she taught at Harvard Law School, where she received tenure, and she also performed some private legal practice, serving as a counsel for the firm of Tuttle & Taylor in Los Angeles.

Ms. Estrich is also very politically involved. In 1979, she was the Deputy National Issues Director with the Kennedy for President campaign. In 1984, she was executive director for the Democratic National Platform Committee and worked as a senior policy advisor to the Mondale-Ferraro presidential campaign. In 1988, she was the national campaign manager for Dukakis for President.

Ms. Estrich graduated from Wellesley College as a Phi Beta Kappa scholar and later received her J.D. magna cum laude from Harvard Law School.

*Abigail Garcia – President, Asociacion de Maestros Unidos*

Abigail Garcia is the President of Asociacion de Maestros Unidos, the union representing Green Dot's teachers and an affiliate of CTA/NEA. She has taught English at Animo Leadership Charter High School for two years. She was driven to the field of education after witnessing the discrepancies in the quality of education available to Latinos compared to other ethnicities and the disproportionately low number of Latinos in higher education. She sees teaching as a catalyst to encourage and promote higher learning among Latinos and empower students in underserved communities. Prior to joining Green Dot, she worked at an elementary school in Watts, California as the Parent Coordinator. Ms. Garcia earned her Masters in Secondary Education and received her BCLAD credential from Loyola Marymount University. She earned a double Bachelor's degree in Political Science and Spanish from the University of California at Berkeley.

*Mike Garcia – President, Service Employees International Union Local 1877*

Mike Garcia is the President of SEIU Local 1877, one of the largest locals west of the Mississippi.

In 1996, Mr. Garcia led the reorganization of the Los Angeles janitors and the creation of one single Statewide Building Services Union in the SEIU. Today Local 1877 represents 28,000 building service workers across the State with base operations in Los Angeles, Orange County, San Diego, San Jose, Oakland, San Francisco and Sacramento.

One of his greatest accomplishments was winning the historic janitors strike of 2000, an action he proudly notes "changed the lives of thousands of janitors and their families and was truly a story of hard working immigrant workers fighting to lift themselves out of poverty and achieve the American Dream." The strike also served as an example for bus drivers and mechanics, county workers, screen actors and others to also take bold action and help turn labor organizations in L.A. into a powerful voice for working families.

Barbara Gothard – Partner, EQ

Dr. Barbara Gothard is a Partner at EQ, a firm that helps entrepreneurs create enduring enterprises with a strong brand identity. She was previously Vice President and General Manager of The Jackie Robinson Foundation, Los Angeles. Prior to that, she served as senior counselor to Hill and Knowlton's Corporate Social Responsibility and Corporate Sustainable Development groups. Previously, Dr. Gothard was director of public affairs for the Middle East and African Region and later global leader of external affairs for The Dow Chemical Company. Prior to her tenure with Dow, she worked in Africa with a global financial development organization and managed her own public affairs consultancy for which she served as an on-scene advisor to senior management on a broad range of public- and private-sector clients. Dr. Gothard began her career as a teacher and secondary school principal. She has also served as a lecturer and adjunct professor at the Anderson School of Management at UCLA and at the Kenan-Flagler Business School at the University of North Carolina. Dr. Gothard received her Ph.D. from Michigan State University, Master's degree from Long Island University, and bachelor's degree from Mount Mary College.

Kevin Hall – Chief Operating Officer, Broad Foundation

Kevin Hall is the Chief Operating Officer of the Broad Foundation, a foundation focused on dramatically improving K-12 urban public education through better governance, management and labor relations. Prior to joining the Broad Foundation, Mr. Hall was co-founder and Senior Vice President of Business Development of Chancellor Beacon Academies, which manages public charter and private schools across the U. S. Prior to working at Chancellor Beacon, Mr. Hall was a Senior Vice President of infoUSA, a publicly traded information services company. He has also held management positions at McKinsey & Co., Goldman, Sachs & Co., and Teach for America. Mr. Hall also served as an elementary school teacher, and a Teaching Fellow at Harvard University. Mr. Hall received a B.A. with honors in political science and economics from Swarthmore College and an M.B.A. from Harvard Business School.

Richard Leib – Executive Vice President, Liquid Environmental Solutions

Rich Leib serves as the Executive Vice President for Liquid Environmental Solutions, a company that collects, transports, processes and disposes of non-hazardous commercial liquid waste in Arizona, Texas and Louisiana. Prior to joining Liquid Environmental Solutions, Mr. Leib was the Executive Vice President and General Counsel of U.S. Public Technologies from 1994 through 1998, continuing as Vice President of Legislative Affairs for Lockheed Martin IMS' Photo Enforcement Group during the two-year transition period. In these capacities, he led these companies' efforts on behalf of successful photo enforcement legislation in fifteen U.S. states and five Canadian provinces. Prior to joining USPT, Mr. Leib co-founded the

Investment Management Group at Stone & Youngberg, California's leading municipal debt underwriter.

Before entering the private sector, Mr. Leib was a leading political fundraiser and served on the legislative staff of two California State legislators and a member of the U.S. House of Representatives.

His education includes a J.D. from the Loyola University School of Law, an M.A. in Public Policy Analysis from the Claremont Graduate School, a Public Affairs Fellowship with the Coro Foundation, and a B.A. from U.C. Santa Barbara. Mr. Leib is an attorney admitted to practice in California. He currently serves as an appointee of the Governor on the Board of the California Community College System, recently having completed a two-year term as President.

Noah Mamet – President, Mamet & Associates

Noah Mamet is the founder of Noah Mamet & Associates, a consulting firm that helps businesses, foundations, non-profit organizations, progressive political groups and Democratic candidates build strategic relationships and raise funds. He joins the Green Dot board as a representative of the Wasserman Foundation. Mr. Mamet founded NM&A in 2004, after seven years as National Finance Director for the House Democratic Leader, U.S. Representative Richard A. Gephardt. Mr. Mamet led donor development and all fundraising activities for Leader Gephardt, including efforts to raise over \$238 million for the Democratic Congressional Campaign and other fundraising committees between 1996 and 2002. Mr. Mamet has worked directly for the top national and international political leaders and business executives, including President Clinton, President Gorbachev, Secretary of State Madeleine Albright and Russell Goldsmith, CEO and Chairman of City National Bank, among others.

Shane Martin – Dean, Loyola Marymount University Graduate School of Education

Dr. Shane Martin is the Dean of the School of Education at Loyola Marymount University after having served as professor, coordinator of secondary education, and associate dean. He has over 20 years of experience in the educational field working as an educator, administrator, and campus minister. Dr. Martin is a graduate of University of Southern California's Ph.D. program in International and Intercultural Education and holds degrees in Theology and Divinity from the Jesuit School of Theology at Berkeley. Dr. Martin is the author of *Cultural Diversity in Catholic Schools* and a frequent contributor to numerous academic journals on education and educational anthropology. <http://greendotpublicschools.org/aboutus/index.html> - top

Pam Rector – Director of Community Service and Action, Loyola Marymount University

Pam Rector is the Director of Community Service and Action at Loyola Marymount University. Prior to joining LMU, Ms. Rector was a teacher and counselor at Lennox Middle School for fifteen years. Ms. Rector is an alumna of Loyola Marymount University with a B.A. and a Masters in counseling.

Richard Schaefer – Chief Executive Officer, Golden Boy Promotions

Richard Schaefer is the Chief Executive Officer of Golden Boy Promotions, the fastest-growing promotional organization in boxing. He is also the business manager of Oscar De La

Hoya, managing all of Mr. De La Hoya's financial dealings and negotiating the terms of his fights. Mr. Schaefer graduated from a business school in Bern and worked for Swiss Volksbank. He then spent the next twelve years in the US offices of Swiss Bank Corporation before transitioning from banking to boxing. At Swiss Bank Corporation, he worked as a western regional manager and deputy chief executive for domestic private banking.

Jeff Shell – President, Comcast Programming, Comcast Communications

Jeff Shell joined Comcast Communications as the President of Comcast Programming in May 2005 after serving for three years as the Chief Executive Officer of Gemstar-TV Guide. Prior to joining Gemstar-TV Guide, Mr. Shell served as President and Chief Executive Officer of Fox Cable Networks Group from April 2000, overseeing more than 20 major domestic cable and satellite networks, including FX, Fox Sports Net, and its 21 owned or affiliated regional sports networks, among others. As a member of the News Corporation Executive Committee, Mr. Shell was responsible for integrating these networks' strategic operations into other News Corporation and Fox Entertainment Group assets and activities. Mr. Shell joined Fox Television in 1994 as head of new business development, overseeing a number of acquisitions, strategic alliances and new business launches. In 1996 he joined Fox/Liberty Networks as its Chief Financial Officer and first employee. In 1999, Mr. Shell was named President of Fox Sports Networks.

Before joining Fox, Mr. Shell served in various positions in the Corporate Strategic Planning department of The Walt Disney Company; and before that, at the New York investment-banking firm of Salomon Brothers Inc. He graduated from Harvard University with a Masters of Business Administration, and received a Bachelor of Science degree from the University of California, Berkeley.

Timothy Watkins – President & CEO, Watts Labor Community Action Committee

Tim Watkins is currently serving his third term as President and CEO of WLCAC, having served in this position since 1993 following the passage of Ted Watkins, his father and founder of WLCAC. Mr. Watkins assumed the role of advancing Ted's legacy which was to identify solutions to the challenges facing people that live in poor places. From 1965 until 2000, Mr. Watkins led the development of many of WLCAC's programs and projects. During that time as well, Mr. Watkins owned and operated the Environmental Maintenance Company, a licensed landscape contracting firm with close to fifty employees. Today the business is operated by his wife, Janine. Mr. Watkins is a life-long resident of Watts in Central Los Angeles.

Joanne Weiss – Partner and Chief Operating Officer, NewSchools Venture Fund

Joanne Weiss is Partner and Chief Operating Officer at NewSchools Venture Fund, where she focuses on investments and management assistance to portfolio ventures in the Performance Accelerator Fund, and oversees the organization's operations. She also sits on the boards of Education for Change, Green Dot, Leadership Public Schools, New Leaders for New Schools, and Teachscape.

Prior to joining NewSchools Venture Fund, Ms. Weiss was CEO of Claria Corporation, an e-services recruiting firm that helped emerging-growth companies build their teams quickly and well.

Before her tenure at Claria, Ms. Weiss spent twenty years in the design, development, and marketing of technology-based products and services for education. She was Senior Vice President of Product Development at Pensare, an e-learning company that created business innovation programs for the Fortune 500 market. Prior to Pensare, Ms. Weiss was co-founder, interim CEO, and Vice President of Products and Technologies at Academic Systems, a company that helps hundreds of thousands of college students prepare for college-level work in mathematics and English.

In the early 1990s, Ms. Weiss was Executive Vice President of Business Operations at Wasatch Education Systems, where she led the product development, customer service, and operations organizations for this K-12 educational technology company. She began her career as Vice President of Education R&D at Wicat Systems, where she was responsible for the development of nearly 100 multimedia curriculum products for K-12 schools.

Ms. Weiss has a passion for education, and has spent much of her career pioneering innovative ways of using technology to increase the effectiveness of teaching and learning processes. She holds a degree in biochemistry from Princeton University.

### **Audit and Inspection of Records**

GDPS/ODLHACHS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- GDPS/ODLHACHS 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 Green Dot Public Schools and ODLHACHS.
- The District is authorized to revoke this charter for, among other reasons, the failure of the GDPS/ODLHACHS 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 GDPS/ODLHACHS 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,

- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

GDPS/ODLHACHS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to GDPS/ODLHACHS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to GDPS/ODLHACHS operations is received by the District, GDPS/ODLHACHS shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

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

GDPS/ODLHACHS will hire a diverse faculty composed of the best teachers available and will achieve this goal by continuing a national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing GDPS/ODLHACHS to experienced teachers.

Teachers at GDPS/ODLHACHS 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. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed.

Should a qualified candidate not hold a California teaching credential or hold an emergency permit, that employee must have, at the minimum, meet the requirements under California law to serve under an internship credential. If hired, the candidate will apply for an intern credential and must enroll in a credentialing program and must meet all qualifications of highly qualified in compliance with NCLB.

Teaching applicants must welcome being treated as critical stakeholders as they are expected to assume significant administrative, governance and advisory group responsibilities. Technological experience is an advantage, although an enthusiastic willingness to learn may suffice, as there will be ample professional development opportunities.

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 GDPS/ODLHACHS or Green Dot and made readily available for inspection.

Beyond the principal and teachers, an office manager and a part-time foodservice manager will be hired. As with other Green Dot schools, GDPS/ODLHACHS may combine the roles of part-time foodservice manager with parent coordinator. In such case, the same allocated budget line item (Parent Coordinator) will fund this position. GDPS/ODLHACHS will also hire a full time security guard depending on the need. GDPS/ODLHACHS 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 GDPS/ODLHACHS 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 principal is responsible for hiring certificated staff in addition to classified staff.

The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description.

Green Dot schools have a rigorous national recruitment process. Green Dot advertises or plans 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 as well as internet resources such as Ed-Join and MonsterTrak.

### **Staff Selection**

GDPS/ODLHACHS will select a staff while complying with State and Federal regulations. Each member shall be a full-time employee.

#### *Selection of Certificated and Classified Personnel*

(Includes teachers, administrators, support personnel, office manager, staff)

The selection process will:

- 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.
- Verify previous employment and check references of interview candidate(s)
- Final teacher candidates will teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area
- The Principal is responsible for the ultimate hiring decision and yearly review.

#### *Selection of Administrator*

The principal is the main person running the school, and Green Dot takes extensive care to select the most qualified and dedicated principal. Principals go through the selection process above as well as formal interviews with the Green Dot Management Team. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions and it is confident that it will have a similar pool of candidates from which to hire if GDPS/ODLHACHS seeks a new principal. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) who can be considered for future GDPS/ODLHACHS Principal positions.

#### *Selection of Paraprofessionals*

Green Dot will not be hiring paraprofessionals (including classroom aides).

### **Duties**

#### *Teachers*

- Provide a quality, enriched and integrated curriculum
- Provide a continual assessment of student progress and maintain records
- Evaluate classroom performance continually to meet the changing needs of students
- Adjust teaching strategies and materials to meet the diagnosed needs of students
- Provide an effective room environment that reflects and facilitates the academic program

- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Strive for continuous and open communication with parents
- Participate in ongoing peer evaluations
- Follow regular, punctual attendance

Administrator(s):

- Ensure effective collaboration with GDPS/ODLHACHS and other collaborators
- Oversee the business practices of the school
- Oversee the instructional program, in collaboration with LAUSD oversight
- Provide opportunities for professional growth
- Facilitate communication among staff, parents and community
- Assist with student discipline
- Assist with scheduling when necessary
- Follow regular, punctual attendance

*Principal*

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student populations, including bilingual, Special Education, and Gifted and Talented Students
- Provides leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement and standards for assessing the outcome of these goals
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with Federal and State guidelines
- Develops partnerships among students, parents, community members, teachers and support staff that will create a learning community at GDPS/ODLHACHS with high expectations and achievement for all students
- Works with Green Dot to develop and operate the school and maintain collaborative relationships with other formal or informal educational and other institutions
- Educates all students and demonstrates improved student achievement with standards-based instruction focused learning opportunities, and appropriate use of all resources
- Evaluates the performance of certificated and classified personnel assigned to the school site
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organized and implements an “Emergency Operation Plan;” and complies with mandated child abuse reporting procedures
- Provides staff development and training for all stakeholders to improve student achievement

*Classified and Other Personnel*

- Office personnel will perform daily school business
- Run the school’s front office
- Ensure quality service to community members, students, and certificated staff
- Other personnel will perform duties as described by the administrative team

## **Accountability**

Good performance will be acknowledged, and rewarded and replicated if possible. When performance is fair or poor, instructional support will be provided to ensure stronger student success.

The following processes for evaluation will be in place:

### *Teachers*

- Certificated personnel will be evaluated with the Animo Professional Achievement Plan
- Peer reviews will be conducted
- Student progress will be monitored
- Other measures as developed by the School
- Completion of required job duties

If teachers are consistently underperforming, they can be let go for just cause. Green Dot and its schools operate on a yearly contractual basis so that each teacher is evaluated 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 Animo Professional Achievement Plan (APAP) 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.

### *Administrator*

- Ability to balance the budget
- Ability to achieve educational outcomes (see "Measurable Pupil Outcomes") as well as achieve parent/community involvement
- Ability to complete required job duties

### *Classified and Other Personnel*

- Evaluations will be based upon adequate completion of assigned job duties achievement and regular, punctual attendance as determined by the administration. At the moment classified and other personnel at Green Dot Schools have elected not to be unionized. If in the future classified and other personnel of Green Dot Schools decided to have union representation the appropriate accommodations will be made.

These measures will be evaluated and upgraded as necessary.

## **Anti-discrimination Statement**

GDPS/ODLHACHS shall not discriminate against any potential employee on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

## **No Child Left Behind**

GDPS/ODLHACHS 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. Credentials will be monitored by the director of human resources at the Green Dot office.

## **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.*

GDPS/ODLHACHS 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 until clearance has been obtained from the Department of Justice. Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB 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.

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 to follow all mandated child abuse reporting laws.

GDPS/ODLHACHS 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 EPA;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing GDPS/ODLHACHS as 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.

GDPS/ODLHACHS recognizes that no insurance coverage shall be provided to Green Dot Public Schools and/or ODLHACHS by the District under any of the District's self-insured programs or commercial insurance policies.

GDPS/ODLHACHS 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 charter school from claims which may arise from its operations. GDPS/ODLHACHS shall meet the below insurance requirements and it will be GDPS/ODLHACHS' 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 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 Green Dot Public Schools and/or ODLHACHS' 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 Green Dot Public Schools and ODLHACHS 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 coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Green Dot Public Schools and/or ODLHACHS does not operate a student bus service. If Green Dot Public Schools and/or ODLHACHS 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 GDPS/ODLHACHS 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 including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.
5. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which 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.*

GDPS/ODLHACHS shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, 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 however the District reserves the right to require complete certified copies of the required insurance policies.

Should GDPS/ODLHACHS 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 GDPS/ODLHACHS.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

To the fullest extent permitted by law, GDPS/ODLHACHS do hereby agree, at its/their 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. GDPS/ODLHACHS further agrees to the fullest extent permitted by law, at its/their 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 attorney's 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 Green Dot Public Schools and/or ODLHACHS, and their officers, directors, employees or volunteers. Moreover, GDPS/ODLHACHS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Through its partnership with the Oscar De La Hoya Foundation, GDPS/ODLHACHS will be located at the former site of the Oscar De La Hoya Youth Center on 1114 S. Lorena St., Los Angeles, 90023. A nearly 1 acre parcel in the heart of Boyle Heights, GDPS/ODLHACHS expects to occupy the site by Fall 2009. ODLHACHS was awarded a \$12 million Proposition 55 facilities grant and loan by the State of California. Construction on the school's permanent campus is already underway. GDPS/ODLHACHS will obtain property insurance coverage for the site. The final site has been approved by Los Angeles Unified School District and the California Department of Education and complies with Uniform Building Codes, federal

American With Disabilities Act (ADA) access requirements, Asbestos Hazard Emergency Response Act (AHERA) regulations 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), and any other applicable fire, health, and structural safety requirements.

GDPS/ODLHACHS currently occupies a facility at the World Trade Center office building in Downtown Los Angeles. The address is 350 S. Figueroa St. #100, Los Angeles, CA 90071. It will occupy this facility until its permanent construction is completed. A certificate of occupancy is already on file with the Charter Schools Division regarding this facility. Certificate of Occupancy and all other records will be kept on file by the charter school in addition the certificate of occupancy will be provided to the District at least 45 days prior to the date the school is scheduled to open. If GDPS/ODLHACHS fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If GDPS/ODLHACHS moves or expands to another facility during the term of this charter, GDPS/ODLHACHS shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. GDPS/ODLHACHS shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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 (Element 16). An appropriate school safety plan will be developed as soon as the deal for the school site facility is finalized. All Amino 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.

GDPS/ODLHACHS will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. Services by outside contractors will be heating, ventilation, air-conditioning, electric, life safety, remodel construction, pest management control, elevator repair and maintenance, and other maintenance functions. Green Dot employees would assume janitorial services, lighting replacement, minor facility repairs (dry wall, door locks, windows, etc), and other maintenance and operation functions. Should Green Dot be granted use of LAUSD facilities (under prop 39 or otherwise) during the term of this petition, Green Dot will enter into an operating agreement with LAUSD detailing all maintenance and operations functions and responsibilities. GDPS/ODLHACHS will contract with external parties as well for services including pest control. While GDPS/ODLHACHS is not subject to the Healthy Schools Act of 2000, it is committed to the law's intent. As such GDPS/ODLHACHS will implement practices to ensure that the least toxic pest management practices should be the preferred method of managing pests at the school site.

The charter school will contract for food services, with the Los Angeles Unified School District, if said services are available, or any competitive vendor, in the same manner done as with other Animo schools, who work closely with the chartering districts to provide daily nutritional lunches for students eligible for the free and reduced lunch program (AFDC).

**Asbestos Management:**

GDPS/ODLHACHS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR 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.

**Security**

The charter school has hired full-time security guards/campus aides who are employees of the school, and the security guards know the students, the neighborhood, and the parents. Many parents also volunteer before and after school and during lunch hours for security and ensuring campus safety for staff and students.

**Nursing**

The office manager, classified staff, and administrators have been trained/certified in basic techniques such as CPR (part of the Green Dot wide professional development series) 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.

## **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 be made to reach out to all eighth graders in the East Los Angeles area during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. In each year of operation, GDPS/ODLHACHS will hold at least three informational meetings during the spring, where information will be shared about GDPS/ODLHACHS, its alternative setting for families and their children, how the application process works and the random public lottery which will be held if the applications exceed capacity. In the past, these methods have proven very successful at Green Dot's other schools as they all have received more applicants than available seats in every year of operation. GDPS/ODLHACHS will target a 2 mile radius around Roosevelt and Garfield high schools for student recruiting.

While open to all students, GDPS/ODLHACHS will make an exhaustive effort to recruit students whose home attendance area school is either Roosevelt or Garfield High School. Based on the following recruitment activities, GDPS/ODLHACHS successfully enrolled its first 9th grade class in the Fall of 2003, and continues to use the methodology below to recruit for incoming 9<sup>th</sup> graders. The community-based recruiting effort will include: 1) Direct Middle School Recruiting. GDPS/ODLHACHS will make classroom presentations at the public feeder middle schools and will obtain prior approval from the school site administrator and private schools that serve the attendance area; 2) Mailings. GDPS/ODLHACHS works with LAUSD to send out a mailing to all 8th grade families in the area informing them of the option to apply; Mailings are typically done in conjunction with the local board member where no student directory information is disclosed to Green Dot or its employees. Local Board member refers to the LAUSD school board member whose jurisdiction the charter school is part of.

3) Open House Meetings. GDPS/ODLHACHS has hosted numerous open houses throughout the recruiting period to inform parents about the school; 4) Community Partnerships. GDPS/ODLHACHS will work with community leaders to "get the word out" about the school, partnering with leaders of the faith-based community to speak to congregations, youth groups and the like; 5) Community ("Precinct") Walks. With the help of current Animo students from across Green Dot's network of schools, parents and staff GDPS/ODLHACHS have gone door to door, talked to families, and handed out applications; 6) Direct Advertising. GDPS/ODLHACHS will advertise in local media, including Spanish language newspapers (La Opinion, Hoy and Classificados), neighborhood newspapers, church bulletins and the like. GDPS/ODLHACHS paid for advertisements and received free public service announcements on local radio and cable TV stations; and 7) Grassroots Marketing: GDPS/ODLHACHS will keep a highly visible presence throughout the community through "grassroots" marketing, including posting flyers and posters throughout the neighborhood in businesses, parks, and community centers. All information, collateral, meetings, and communications will be made in English and Spanish and any other language GDPS/ODLHACHS deems appropriate based on

the needs of the community. GDPS/ODLHACHS believes these outreach efforts will attain a racial and ethnic balance at GDPS/ODLHACHS reflective of the surrounding community and LAUSD.

GDPS/ODLHACHS has added a class of 140 students every year. There is an open application period that begins in February every year, and GDPS/ODLHACHS will make every effort to publicize the application deadlines to all local residents of Boyle Heights and East Los Angeles area. Parents and students will help in recruitment efforts by handing out applications at local middle schools in East Los Angeles. In April of each year the school will host several GDPS/ODLHACHS information sessions where an overview of the school program and achievement results will be shared with interested parents and members of the community. These sessions will be held at the Oscar De La Hoya Learning Center in Boyle Heights and other community centers in the area and advertised at local schools and churches. Due to GDPS/ODLHACHS' academic successes and positive name recognition throughout the community, wait list figures have sat at approximately 200+ students each year for the past four years.

#### Public School Choice Traveling Students

The District and GDPS/ODLHACHS 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. Public School Choice ("PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). GDPS/ODLHACHS agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending GDPS/ODLHACHS shall have the right to continue attending GDPS/ODLHACHS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to GDPS/ODLHACHS shall end in the event the PSC student's resident District school exits Program Improvement status.

GDPS/ODLHACHS will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. GDPS/ODLHACHS will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at GDPS/ODLHACHS under the PSC program increases in subsequent years, GDPS/ODLHACHS agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

### Federal Compliance

To the extent that GDPS/ODLHACHS is a recipient of federal funds, including federal Title I, Part A funds, GDPS/ODLHACHS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. GDPS/ODLHACHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to 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 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.

GDPS/ODLHACHS also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

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

### Plan

It is the goal of GDPS/ODLHACHS to improve the educational opportunities for economically disadvantaged students. GDPS/ODLHACHS 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 above and in Element 8, every effort will be made to reach out to all eighth graders in the Boyle Heights/East L.A. area during recruitment as well as all segments of the community that is reflective of Los Angeles Unified School District. Outreach will include letters sent out to all families of eighth grade students who would typically attend Garfield or Roosevelt Senior High School to ensure that all students in the area have an opportunity to attend the school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. It is expected that GDPS/ODLHACHS will hold at least three informational meetings during winter and spring of 2007.

1. GDPS/ODLHACHS will provide to LAUSD all requested information using District forms, including the ethnic survey. GDPS/ODLHACHS 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

## **ELEMENT 8: ADMISSION REQUIREMENTS**

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

#### ***Admission requirements, if any.***

GDPS/ODLHACHS 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 GDPS/ODLHACHS exceeds capacity, enrollment shall be determined by a random public lottery. 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. Preference shall be given to students with Founding Family status, those with siblings already in GDPS/ODLHACHS, children of Green Dot or GDPS/ODLHACHS employees. Further preference may also be provided to those students living within the Garfield or Roosevelt Senior High School attendance areas.

It is the policy of GDPS/ODLHACHS to be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sex, religion, race or disability.

GDPS/ODLHACHS is committed to serving academically low-achieving, economically disadvantaged students. As with other Green Dot schools, GDPS/ODLHACHS tailors its student recruiting efforts and student enrollment processes to attract students typically 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 GDPS/ODLHACHS include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations.

As per California Education Code, GDPS/ODLHACHS will determine enrollment based on a random public lottery should the number of pupils who wish to attend our school exceed capacity. At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Collateral will also be given to each interested party. Each family showing interest will be sent/asked to complete a short application form. Should GDPS/ODLHACHS receive more than 140 applications before the deadline (which is typically before June 15<sup>th</sup> of each year), a random lottery will be held. 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 140 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. 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. Results will also be mailed to all applicants. Follow up phone calls will also be made. 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 pull from the wait list

GDPS/ODLHACHS' open enrollment period occurs during the spring of each year with the lottery taking place (if necessary), no later than June 30<sup>th</sup>. The lottery will be held in 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.

GDPS/ODLHACHS will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school and the student is not over the age of 22 years old and making satisfactory progress toward high school diploma requirements. GDPS/ODLHACHS will not require any child to attend a charter school nor any employee to work at a charter school.

## **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 GDPS/ODLHACHS' financial books and records, including attendance. This independent audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, and will verify the accuracy of Green Dot Public Schools' and GDPS/ODLHACHS' financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. 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.

In the past Green Dot has used Hill, Morgan and Associates, LLP. It is a firm of Certified Public Accountants licensed under the statutes of the State of California with two offices in Los Angeles County. It began operations in February 2003 under the leadership of the firm's two partners Jeffrey Hill and Raymond Morgan. Each of the partners has over 15 years of experience in non-profit auditing and accounting, most of which came from their past employment with a prominent local CPA firm. As a result of this past experience, Hill, Morgan and Associates, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles. One of the firm's goals is to provide quality hands-on auditing and accounting services to small to medium size non-profit organizations.

It is anticipated that annual audits will be completed within four months of the close of each school year, and a copy of the auditor's findings will then be forwarded to Los Angeles Unified School District. All financial statements will be submitted to LAUSD within 4 months following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management, Green Dot Board members and a representative from the Charter School Management Corporation ("CSMC") 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. GDPS/ODLHACHS 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, GDPS/ODLHACHS will comply with the requirements of Education Code section 47604.33 and provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. GDPS/ODLHACHS will submit its annual audit to the State Controller, COE, CDE and LAUSD.

Administrative/business operations will be performed by Green Dot Public Schools' home office and while some are outsourced to CSMC. Green Dot provides the following services, plans and systems to its schools and will provide similar services to GDPS/ODLHACHS:

- 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.

#### Response to LAUSD Inquiries

GDPS/ODLHACHS shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. "ODLHACHS acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General."

#### District Oversight Costs

The District may charge for the actual costs of supervisory oversight of GDPS/ODLHACHS not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of GDPS/ODLHACHS 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 allow under the law as it may change from time to time.

"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 – November 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:
  - P1, first week of January
  - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports as requested by the District"

## **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 for which they could be suspended or expelled from the school district, as defined by Education Code Sections 48900 to 48926.

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 of their students 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.

#### **1. Teacher Detention**

Prior to suspensions and expulsions, students may receive warnings, detentions, phone calls home, parent conferences, and/or a behavior contract.

Any GDPS/ODLHACHS teacher may assign a teacher's detention to a student. This detention is served at break, lunch, or after school, by giving the student a shortened lunch period (but no shorter than 30 minutes), 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 school detentions are typically given in 15 minute increments, with a maximum of 60 minutes. Additionally, each grade level has developed specific expectations for student behavior. These expectations are consistent with schoolwide expectations, but may also include particular emphasis on individual ESLR's.

#### **Offenses That May Result in a Teacher's Detention:**

As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: defiance, profanity, 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 an administrator. A serious violation may include any violation listed in Education Code Section 48900.

#### **2. Administrative Interventions:**

These interventions include parent conferences, after school detention, and parent shadows. A school administrator, such as the principal or assistant principal may initiate an administrative intervention. A parent shadow requires a parent to attend school with their child to monitor off task behavior. Parent shadow is only required when a parents can accommodate it into their schedule.

The term of this intervention may be one day or up to one week. After school detentions are served in the main office. 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 or at lunch,

by giving the student a shortened lunch period (but no shorter than 30 minutes) 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

### Progression of Disciplinary Procedures

After a student is given a school detention, the student's parent/guardian will be notified by telephone. Upon receiving ten (10) detentions, the parent/guardian will be contacted. If there is a chronic behavioral issue, or one that is high enough on the progressive discipline plan, a meeting will be held with the student and parent/guardian. Both must be present. At the end of the meeting, a personal "contract" to improve the student's behavior will be developed and signed by the parent/guardian, student, and Principal. At least one parent/guardian, as well as the student must be present at the meeting, which will be held as soon as scheduling allows and will include the school administrator and possibly the Student Discipline Board.

*"After receiving a school detention, the student's parent/guardian will be notified by telephone. When a student receives two (2) school detentions, a letter will be sent to the parent/guardian and must be returned signed. Upon receiving ten (10) detentions, the parent/guardian will be contacted again. At this time a meeting will be held with the student and parent/guardian. Both must be present. A Personal Contract will be made out and signed by the parent/guardian, student, Assistant Principal and Principal to improve the student's behavior. This agreement may include a provision for "parent shadows". Parent shadows involve at least one parent accompanying the student to teach class to observe behavior for a designated period of time (ex. everyday for a week). At least one parent/guardian, as well as the student must be present at a Discipline Board meeting."*

The Discipline Review Board typically consists of a school administrator, staff members and a Green Dot Management Team representative.

Parents/guardians may at any time request a conference with the Principal to discuss their son/daughter's behavior.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

A serious violation may include any violation listed in Education Code Section 48900.

A School Detention may be issued for any offense listed above in "Teacher's Detention," as well as the following:

1. Failure to report to a teacher's detention
2. Dress code violation
3. Boisterous conduct in buildings
4. Any type of behavior that is disrespectful or subversive in nature to other students, the administration, faculty, or staff of Green Dot.

3. **Disciplinary probation** refers to a period of time determined by the Principal and teacher/coach/ or advisor, during which a student's behavior is monitored and evaluated to determine the student's right to remain at GDPS/ODLHACHS or to remain in a club, sport, or other

extracurricular activity. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences. Therefore, this period is designed to help the student correct his or her behavior. After suspension, a serious, and/or repeated disciplinary problem, the parent/guardian, student, and Principal will sign a probation contract. Failure to adhere to the terms of the contract may result in dismissal from school. A growth plan should be included in this process.

- ◆ Restriction from specified school sponsored activities.
  - ◆ Principal/Student conference and contract with parent signature is required
- a) **Probationary Term** The Disciplinary Probation term officially begins with the issuance of the behavior contract and probation notice. The length of probation will be determined by the Principal and may be extended for any violation listed under conduct and behavior.
  - b) **Violations** of the probationary conditions will result in an immediate parent conference and possibly a Disciplinary Review Board meeting to determine additional consequences and/ or expulsion proceedings.

4. **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.

A student serving *in school 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. Instead of regular classes, the student will complete coursework in the main office. The student will eat lunch in the main office as well.. The maximum number of days a student may be suspended is 5 days based on Ed Code.

**Suspension Offenses:** A student may be suspended for any of the following acts:

- Theft, destruction, or defacement of school or personal property during school hours or during school-sponsored events. Parents will be held financially responsible.
- Defiance, disrespect, or abuse of school authority
- Harassment
- Hazing
- Fighting and/or Intimidation
- Profanity or vulgarity in word or gesture
- Narcotics possession or use (marijuana, dangerous drugs, or other harmful substances)
- Smoking or possessing tobacco products on campus or at school-sponsored events
- Being under the influence of, or possessing, alcohol or any controlled substance at school or any school-sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but included under Education Code sections 48900 to 48926 and considered sufficiently serious by the Principal

**5. Disciplinary Review Board:** The Disciplinary Review Board is an advisory committee to the Principal and is comprised of administrator(s), the counselor, a representative from the Green Dot Home Office and teachers. Members of the Board may be nominated / elected teachers or express interest in serving on the board. The Vice Principal convenes the board when needed, is Chair, and is a voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The Disciplinary Review Board convenes when a student commits a serious violation of the discipline code or has broken the terms of his or her particular Contract (Attendance/Academic, Behavior, Disciplinary Probation). The Board recommends to the Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, or expulsion. At least one parent/guardian and the student must be present.

The Principal may meet with the Disciplinary Review for advice and to review and evaluate the Discipline Code and to submit any recommendations to the Principal for approval.

The Principal appoints members to the Discipline Board and includes teachers that are interested in becoming part of the board, or serving as advocates for the individual cases.

**6. Expulsion – Dismissal from School:** A student may be dismissed from GDPS/ODLHACHS for any of the following major violations or for repeating any violation listed under suspension. Length of expulsion is determined by the Discipline Board and at the time of the act in question. It is a federal mandate 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 (E.C. 48915 (c) (1)):

- Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events (E.C. 48915 (c) (2) )
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5) )
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) (E.C. 48915 (c) (3) )
- Inflicting or causing bodily harm to any person on campus
- Committing or attempting to commit a sexual assault or committing a sexual battery (Section 48900[n])
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting(discretionary)
- Theft of, tampering with, or unauthorized handling of a teacher’s grade book, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction included under Education Code sections 48900 to 48926 and considered sufficiently serious by the Principal (multiple suspensions, consistent defiance, etc.)

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.

Suspension and expulsion appeal processes are the same. The administrator of the school recommends expulsion or suspension. Through due process, students may bring witnesses or evidence and provide written responses if they so choose. It is the Disciplinary Review Board that ultimately makes a ruling on whether or not a student should be suspended or expelled. Parents are well informed about how and why the decision was reached. Green Dot management will consider the same facts and evidence that the DRB considered in making its decision.

Parents and students have due process rights with regards to suspensions and expulsions. Parents are immediately notified about suspensions or expulsion proceedings. Notification includes a written notice outlining the student's violations and the suspension or expulsion process. In the case of expulsions, a hearing with the principal is held as soon as can be practically scheduled whereby the parent/guardian, student and a representative (if the parent/guardian so chooses) may be present. The hearing may also include the Disciplinary Review Board. Parents are notified in writing of the final determination of the expulsion. Parents have the right to appeal expulsions and suspensions to Green Dot Public Schools' management and eventually to the Green Dot Board of Directors. A parent must submit an appeal within 30 days of being informed of the expulsion or suspension to Green Dot Management at which time Green Dot Management, similar in principle to LAUSD's district office, will meet with the Principal, the Disciplinary Review Board, comprised of administrator(s) and teachers, and potentially the student. If Green Dot Management supports the decision of GDPS/ODLHACHS, that decision can be appealed to the Green Dot Board of Directors, a printed list of the board of directors is accessible and made public knowledge, similar in principle to LAUSD's board of education. Additionally, parents can appeal a suspension or expulsion prior to the suspension or expulsion by immediately informing the Principal of their desire to appeal the suspension or expulsion. A meeting will occur as soon as practically possible between the principal, the parent and the appropriate representatives from Green Dot management. The suspension or expulsion will not occur until the appeal has been heard and ruled upon by the appropriate representatives of Green Dot Management.

GDPS/ODLHACHS will collect suspension and expulsion data, which will be available for District review.

. 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 or leaves GDPS/ODLHACHS without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

In the case of a special education student, or a student who receives 504 accommodations, GDPS/ODLHACHS will ensure that it makes the necessary adjustments to comply with the

mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a Section 504 student or special education student, the GDPS/ODLHACHS administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and was receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student's IEP, the student may be expelled.

### **Rehabilitation plans**

Pupils who are expelled from GDPS/ODLHACHS shall be given a rehabilitation plan upon expulsion as developed by GDPS/ODLHACHS' staff or governing board at the time of the expulsion order which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to GDPS/ODLHACHS for readmission. The amount of time is determined by GDPS/ODLHACHS' staff or governing board and will be adhered to.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's staff or governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of GDPS/ODLHACHS at the time the pupil seeks readmission.

Additional information about the student discipline policy at GDPS/ODLHACHS 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 12 high schools.

## **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.*

GDPS/ODLHACHS 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 ADP. Green Dot, at the directive of LACOE, utilizes the services of Hess & Company to translate ADP data into the approved LACOE data format. 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.*

The address of GDPS/ODLHACHS is 350 S. Figueroa Street, #100, Los Angeles, CA 90071.  
The phone number of GDPS/ODLHACHS is (213) 473-0000  
The contact person for the GDPS/ODLHACHS is Kris Terry, Principal.

The number of rooms at GDPS/ODLHACHS is 25  
The grade configuration is 9-12.

The operational capacity is approximately 540 students.  
The instructional calendar will be one track.  
The GDPS/ODLHACHS 2007/2008 bell schedule can be found in Appendix XXX  
If space is available, traveling students will have the option to attend.

Pupils who choose not to attend GDPS/ODLHACHS may attend the existing high schools in LAUSD that serve their attendance zone, including any new LAUSD high schools that are built within their attendance zone, or pursue an inter-district transfer, in accordance with existing enrollment and transfer policies of Los Angeles Unified School District.

The East area of Los Angeles is an area of tremendous growth and immigration and GDPS/ODLHACHS plans to alleviate some of the impacted population within the community's surrounding schools. In doing so, GDPS/ODLHACHS plans to work with the district and facility department of LAUSD regarding the impact the charter may have on the district's population of traveling students.

Annually, the charter school will inform parents in writing about the transferability and eligibility of courses to other public high schools and how the coursework meets University of California eligibility requirements. In addition, this information will be part of the parent orientation meeting for all new students.

## **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.*

GDPS/ODLHACHS employees are employees of Green Dot Public Schools. In the event GDPS/ODLHACHS or Green Dot ceases or in the event GDPS/ODLHACHS employees seek employment in the district or county, they are considered free to do so.

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

Former District employees must consult with the District to determine their eligibility for leave.

UTLA represented employees who chose to work at a start up Charter are governed by Article XII-B, Section 1.0 (b): Employees of Start-up Charters. Employees may qualify for personal leaves of absence under Article XII, Section 17.0, Personal Leave (Unpaid), which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

UTLA represented employees who choose to work at a conversion Charter School are governed by Article XII-B, Section 5.0 Charter School Leave, which allows a permanent or probationary teacher to take a leave for up to a maximum of five consecutive school years commencing with the employee's initial assignment at the Charter School.

“Leave for classified employees shall be governed by the agreement between the District and the collective bargaining agreement of that classified employee.”

## **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 GDPS/ODLHACHS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and GDPS/ODLHACHS, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and supporting facts. The Written Notification may be tendered 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 US Mail. All written notices shall be addressed as follows:

To Green Dot Public Schools:	Green Dot Public Schools Attn: Human Resources 350 S Figueroa Suite 213. Los Angeles, CA 90071
------------------------------	---

To Director of Charter Schools:	Director of Charter Schools Los Angeles Unified School District 333 South Beaudry Avenue, 20 <sup>th</sup> Floor Los Angeles, CA 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 claim or the controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received from 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 5:00 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 US Mail.

- (3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 the Issues Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.
- (4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own 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.
- (5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

## **ELEMENT 15: COLLECTIVE BARGAINING**

### **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.*

Employees of GDPS/ODLHACHS will have full collective bargaining rights, as defined by the Educational Employees Relations Act (EERA). For the purposes of EERA, Green Dot Public Schools (representing GDPS/ODLHACHS) is the exclusive public school employer of all of its employees. GDPS/ODLHACHS shall be solely responsible for the selection, hiring, disciplining, and terminating of its employees.

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 and has recently been revised and renewed in fall 2007. Green Dot automatically enrolls all certified staff into AMU, unless otherwise agreed upon between Green Dot, AMU, LAUSD, and the United Teachers of Los Angeles (UTLA).

Non-certificated employees have not organized at any of Green Dot's current schools however, they have the right to if they so wish.

### **Employee Compensation, Work Year and Hours of Employment**

Certificated employees at GDPS/ODLHACHS 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, AMU, LAUSD, and UTLA. 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 the length of the professional workday are broken out 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. Full-time classified employees are typically expected to work 183 days annually and are given one sick day each month.

### **Dispute Resolution Process**

The dispute resolution process for Green Dot employees is defined in detail in Article XIV of the union agreement attached to this charter petition.

## **ELEMENT 16: PROCEDURES FOR SCHOOL CLOSURE**

### **Revocation and Renewal**

The Los Angeles Unified School District may revoke the charter of GDPS/ODLHACHS if GDPS/ODLHACHS commits a breach of any terms of its charter. Further, the District may revoke the charter if GDPS/ODLHACHS commits a breach of any provisions 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. Furthermore, the District may revoke the charter of GDPS/ODLHACHS on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify GDPS/ODLHACHS in writing of the specific violation and give GDPS/ODLHACHS a reasonable opportunity to remedy the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

GDPS/ODLHACHS must submit its renewal petition to the District's Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. The school opened its 2007-2008 academic year on August 27th, 2007 and is hoping to obtain a five-year charter.

### **Closure Procedures**

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the school close for any reason. The decision to close GDPS/ODLHACHS either by the Green Dot Board or by the LAUSD Board, 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 school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of GDPS/ODLHACHS will be issued by GDPS/ODLHACHS within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

- b. 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.
- c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by GDPS/ODLHACHS by registered mail within 72 hours of the decision to Closure Action.
5. GDPS/ODLHACHS shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
6. A financial closeout audit of the school will be paid for by GDPS/ODLHACHS to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the 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 GDPS/ODLHACHS will be the responsibility of GDPS/ODLHACHS and not LAUSD. GDPS/ODLHACHS understands and acknowledges that it will cover the outstanding debts or liabilities of the school. Any unused monies at the time of the audit will be returned to the appropriate funding source. GDPS/ODLHACHS 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, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Green Dot Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The Green Dot Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, GDPS/ODLHACHS will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end GDPS/ODLHACHS' right to operate as a charter school or cause GDPS/ODLHACHS to cease operation. GDPS/ODLHACHS 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**

If GDPS/ODLHACHS fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If GDPS/ODLHACHS moves or expands to another facility during the term of this charter, GDPS/ODLHACHS shall provide a certificate of occupancy to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. GDPS/ODLHACHS shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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 (Element 14).

Employment status given closure of school: preference for a position in one of our other sites will be given to those employees who are affected in the case of a school closure.

## Appendix X

### 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.

The analysis of the school's academic performance will include a comparison of the academic achievement of the charter school's students to the academic achievement of two sets of comparison District schools:

1. The residence schools the charter school students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

#### Comparison Resident Schools

"Resident Schools" will be selected by using the charter school students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison "resident schools."

Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

#### II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met all of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success:

1. The charter school's "value added" for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. The charter school's "value added" for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)
3. The charter school's API growth is 1.25 times the median growth of the comparison schools.

4. The charter school's API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

### III. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

### IV. Annual Self-Study

Applying the measures in II and III above, the charter school will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on "value added" benchmark. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

### V. Board Discretion

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

## FINANCIAL PLAN

### **Historical Performance of Green Dot Schools**

Over the last seven years, Green Dot Public Schools has performed very well financially as it has opened twelve charter high schools similar to GDPS/ODLHACHS and all twelve 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 are self-sustaining on public funds (Federal, State and Local) after their start-up costs have been funded. Once they are in their fifth year, Green Dot schools will be self-sustaining on the public dollar forever. 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.

Green Dot will follow the same financial model in order to ensure that GDPS/ODLHACHS continues to 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 GDPS/ODLHACHS if it does run into any financial difficulty.

Green Dot is also very successful at fundraising from private foundations in order to help support its growth. Over the last three years, it has received commitments of over \$30 million from private foundations. Green Dot will continue to fundraise throughout the 2007-08 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 \$30 million in commitments over the past three years.

Additionally, Green Dot Public Schools currently has a cash balance of nearly \$2.0 million which can be utilized to help fund start-up costs if necessary. Green Dot does not anticipate needing to use any of these additional funds but has them in reserve in case any unforeseen difficulties arise. GDPS/ODLHACHS will also have access to Green Dot's \$1 million revolving line of credit and funds from the California Charter Schools Association and Green Dot to cover cash flow issues that may arise because of timing differences in which revenues are accrued versus collected.

Please see attached for a copy of GDPS/ODLHACHS' projected Income Statement, Cash Flow and Balance Sheet.

### **Financial Model**

The operating budget for a full 9<sup>th</sup> – 12<sup>th</sup> grade Green Dot school serving 525 students is close to \$4.6 million

#### Key Assumptions – Revenue

- Number of Students: Each Green Dot school will open with a ninth grade of 140 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 525 students (attrition rates are low, typically less than 5% of a class annually).

- State per Pupil Funds: Principal apportionment from the State of California makes up approximately 78% of revenue in a 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 GDPS/ODLHACHS 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 GDPS/ODLHACHS' 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 \$6,458 per ADA, the current estimated rate for FY 2006. 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 \$423 per student after encroachment.
- Federal Revenue: Accounts for 8% of revenue and is made up mostly of Title 1 funds (\$450 per eligible student) and federal lunch program reimbursement. 85% of the students are projected to qualify for free & reduced lunch, which is an estimated rate for students coming from this neighborhood.
- Other State Revenues: Account for 7.5% of revenue and are made up primarily of the State Block Grant (\$400 per ADA) and State Lottery Income (\$120 per ADA).
- Local Revenue: Consists primarily of school site fundraising. GDPS/ODLHACHS' 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 five Animo 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: 57% of revenue in steady state (year 5 and beyond). Average teacher's salary begins at \$51,629 in year 1. At capacity, a new school is projected to have 27 Teachers, 2 Administrators, 1 Counselor and 4 support staff. The number of classified employees is kept relatively low to enable GDPS/ODLHACHS to have a low student to teacher ratio without substantially increasing its budget.
- Education and Student-Related Expenses: 14% of revenue in steady state. 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 first ten schools.

- Facilities and Facilities Related Expenses: 14% of revenue in steady state. 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 GDPS/ODLHACHS 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. GDPS/ODLHACHS 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: 5% of revenue in steady state. 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: 4% of revenue is paid as a management fee to fund the Green Dot Home Office in the school's first year. A 6% fee is paid each year thereafter.
- Reserve for Economic Uncertainty: As required by Charter law, GDPS/ODLHACHS will maintain a reserve for economic uncertainty. 5% of expenditures will be kept in reserve annually.

### **Model Sensitivities**

GDPS/ODLHACHS' 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.

## **ATTENDANCE ACCOUNTING**

Include language to use an attendance system that satisfies the requirement of LAUSD, LACOE and CDE.

Below are the attendance procedures that are currently followed at GDPS/ODLHACHS.

1. Attendance is taken every period of the day. Teachers mark absences and tardies on their roll lists for each period.
2. After attendance is taken the first period of the day, teachers fill out an "Absent Students List". Due to the use of block scheduling, the first period of the day may be period 1 or period 4 depending upon the day of the week. Absent Students Lists are delivered to the main office at the beginning of the first period. Copies of the lists are then made and distributed to all teachers- who then correlate the list back to their individual classes. Any discrepancies are immediately reported into the office.
3. The office manager compiles all of the Absent Students Lists 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 on the Absent Students List. The person spoken to, time, and date are also noted by the office manager.
4. Absent Students are then logged in the master attendance log in the main office. The master attendance log 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 present receive a "1" in the log for each respective day. For a student to count as being present for the day - a minimum of 4 hours at school must occur. This is approximately 2 and 2/3, 90-minute periods.
5. A list of ALL students absent for the day is made and distributed to all teachers. Throughout the day, if teachers notice students missing from their class who are not on the Absent Students List, they notify the office immediately so that the student can be located. If a student is present in a class after the first period of the day and are on the Absent Students List, the teacher must notify the office immediately. The student is issued a readmit slip if they 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.
6. Teachers are given a copy of the master attendance log every two weeks. They check their roll sheets against the master log and sign and date that they have verified their attendance sheets. The teacher copy of the master log reflects any absences - including the periods the student was absent. Therefore a teacher can reconcile that date with what is in the daily attendance roll list.
7. Late to Class: If a student is late (unexcused) to a class, the teacher must mark the student tardy in his/her roll book. Students are referred to the principal on the fifth class tardy and on every tardy thereafter. If a student is more than 10 minutes late to class,

they 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.

Teachers call home after every two tardies a student receives in their class.

8. 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 an Excused Tardy slip or an Unexcused Tardy Slip depending upon the reason for their tardiness.
9. Three Consecutive Absences: If a student is absent three consecutive days the teacher must notify the office. The office follows up by checking the master log and by calling the parent/guardian again to verify the reason for absence.

#### **ATTENDANCE LEGEND:**

**X** ABSENCE

**(X)** EXCUSED ABSENCE: Teachers place a circle around the X for absence when the student returns with a readmit slip from the office.

If a student comes with a truancy slip, the X is left uncircled until the student brings in a readmit slip.

**/** TARDY

**E** Enter – An “E” is placed on the roll sheet underneath the first day of a student's attendance in any class.

**T** Transfer – A “T” is written next to a student's name under the date he/she transfers to another class due to a schedule change.

**L** Left – An “L” is placed next to a student's name under the date on which he/she leaves to attend another school.

**I** In-school Suspension

**S** Suspension

#### **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.

## BELL SCHEDULE

### Monday

Period	Start Time	End Time	Duration
1	8:30 AM	10:25 AM	115
2	10:40 AM	12:20 PM	100
A	1:05 PM	1:35 PM	30
3	1:40 PM	3:30 PM	110

### Tuesday

Period	Start Time	End Time	Duration
4	8:30 AM	10:25 AM	115
5	10:40 AM	12:20 PM	100
A	1:05 PM	1:35 PM	30
6	1:40 PM	3:30 PM	110

### Wednesday

Period	Start Time	End Time	Duration
1	10:00 AM	10:40 AM	40
2	10:45 AM	11:25 AM	40
3	11:30 AM	12:10 PM	40
A	12:45 PM	1:15 PM	30
4	1:20 PM	2:00 PM	40
5	2:05 PM	2:45 PM	40
6	2:50 PM	3:30 PM	40

### Thursday

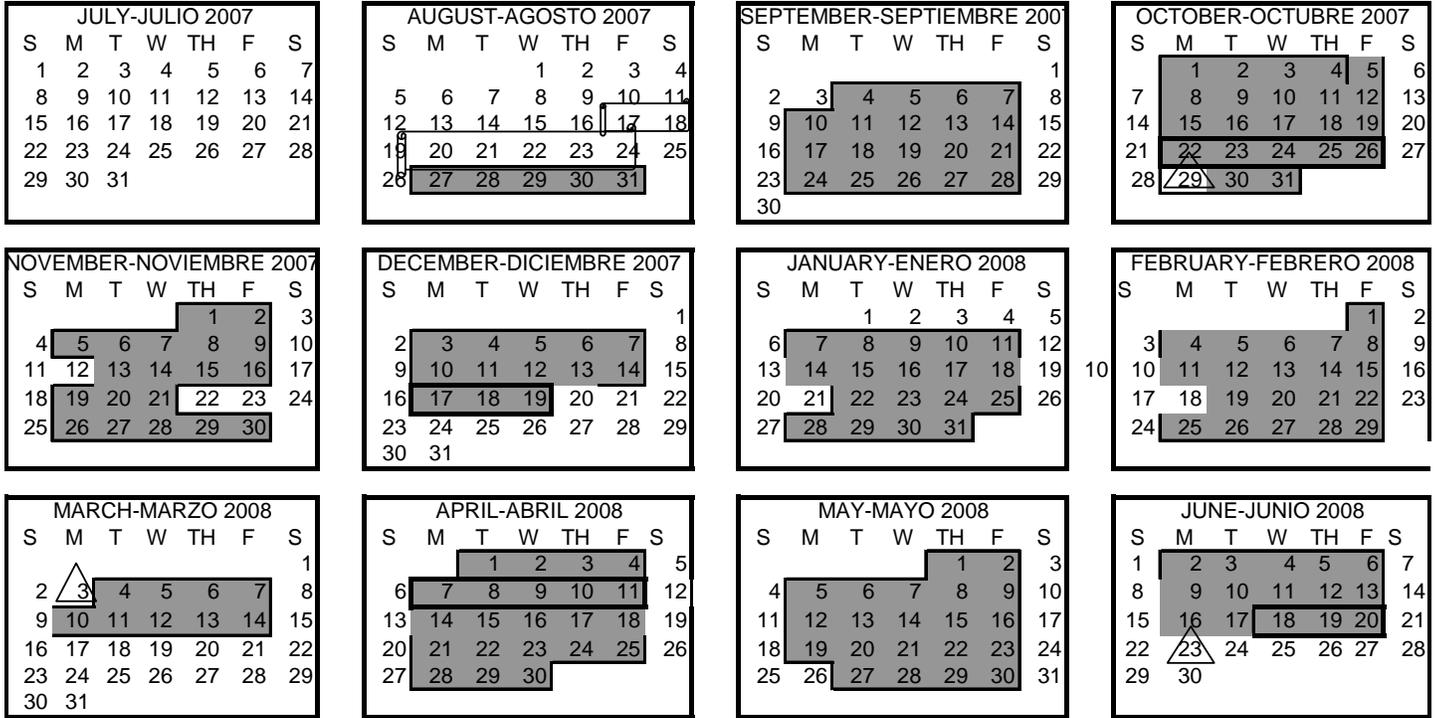
Period	Start Time	End Time	Duration
1	8:30 AM	10:25 AM	115
2	10:40 AM	12:20 PM	100
A	1:05 PM	1:35 PM	30
3	1:40 PM	3:30 PM	110

### Friday

Period	Start Time	End Time	Duration
4	8:30 AM	10:25 AM	115
5	10:40 AM	12:30 PM	110
A	1:05 PM	1:35 PM	30
6	1:40 PM	3:30 PM	110

# SCHOOL CALENDAR

## ODLH Animo High School Calendar 2007-2008 Calendario Escolar



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

Summer Vacation/Vacaciones de Verano 2007 July 9 - August 10  
or June 25 - August 7

New Teacher Mtg/Preparacion para Maestros Nuevos Aug. 15-16  
Staff Retreat Aug. 17-18  
Green Dot Kick Off Aug. 20  
Staff Development Day/Preparacion para Maestros Aug.21-24  
Labor Day/Dia del Trabajador Sept. 3

Dr. King's Birthday/Dia del Dr. King Jan. 21  
President's Day Feb. 18  
Cesar Chavez Day Mar. 31  
Spring Vacation March 17-28

Green Dot Department Collaboration Days Oct. 29 and March 3  
Midterm Exams Oct. 22-26 and April 7-11

Memorial Day/Dia de Recordacion May. 26

Veteran's Day Nov. 12  
Thanksgiving Holiday/Accion de Gracias Nov. 22-23  
Semester Exams Dec. 17 - 18 and June 18-20

-  = Parent Conferences/Conferencias con los Padres
-  = Staff Development Day/Preparacion para Maestros
-  = Midsemester/Final Exams
-  = Staff Orientation/Planning
-  = Standardized Testing

Winter Break/Vacaciones de Invierno Dec. 20- Jan. 5

## **SERVICES PROVIDED BY GREEN DOT PUBIC 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 high schools and driving reform. Green Dot will provide a number of services to GDPS/ODLHACHS that will help ensure the school's success. Green Dot provides similar services to all of its 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).

GDPS/ODLHACHS 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: During the months of November, January, and February Green Dot's Director of Human Resources conducts outreach to recruit new teachers. The Director will set up informational sessions, purchase ads, reach 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 high 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, old private schools, and commercial buildings; or portable classrooms. Green Dot has used this model for GDPS/ODLHACHS.

Green Dot has identified a permanent location for GDPS/ODLHACHS and hopes that construction should be complete by Fall 2009.

### **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 includes 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.

GDPS/ODLHACHS 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 Chief Academic Officer will 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 GDPS/ODLHACHS' principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed collaboratively by Green Dot Home Office and GDPS/ODLHACHS (led by the principal).

*Daily Service:* The GDPS/ODLHACHS Professional Development Plan will be developed during the summer. During the school year, 50% of the professional development will be led by the principal and lead teachers and managed at the school site; the other 50% will be delivered by Green Dot whether through conferences, speakers, or meetings. There will be at least quarterly professional development programs.

### **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 Development Manager will conduct major fundraising at the start and end of the school year. GDPS/ODLHACHS will have about 3-4 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 GDPS/ODLHACHS 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 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 Chief Operating Officer 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 the Green Dot Home Office to ensure that GDPS/ODLHACHS receives competitive prices and great service. This provides GDPS/ODLHACHS 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 manages the majority of its back office functions but out sources some aspects to a third party organization.

### Daily Service:

*Payroll:* Green Dot contracts with Charter School Management Corporation Inc (CSMCI). All employees will be set up with CSMCI and will be paid twice a month. Green Dot and CSMCI will make sure all payroll accounting is executed.

*Accounting:* All accounting and tax related tasks will be carried out at Green Dot.

*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, the Green Dot Home Office and the Green Dot Board of Directors will act as the governing body for GDPS/ODLHACHS.

## **PARENT-STUDENT HANDBOOK**

The following is a copy of the GDPS/ODLHACHS Parent-Student handbook that is based on the parent-student handbooks of Green Dot's first three schools. This handbook has been modified by the Governance Council at GDPS/ODLHACHS to meet the unique needs of its student population

### **SCHOOL HANDBOOK**

Oscar De La Hoya Ánimo Charter High School recognizes that the parent is the primary educator of the student. Therefore, it is important to have similar school and parent attitudes and expectations in order for a student to enjoy success in our school environment. This handbook has been prepared to assist all school stakeholders (parents, students, teachers, administrators, and community members) in understanding school policies and procedures. All stakeholders, particularly parents, are expected to become familiar with its contents and be supportive of all its policies.

\* \* \*

### **NON-DISCRIMINATION POLICY**

Oscar De La Hoya Ánimo Charter High School shall be nonsectarian in its programs, curriculum, admission policies, employment practices, and all other operations. Oscar De La Hoya Ánimo Charter High School shall not discriminate against any pupil on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability. Oscar De La Hoya Ánimo Charter High School shall not charge tuition.

\* \* \*

### **MISSION**

*The Mission of Oscar De La Hoya Ánimo Charter High School is to prepare all student for success in college, leadership and life. This Institution has been granted the highest term of accreditation by the Western Association of Schools and Colleges.*

#### **MEANS TO ACHIEVE MISSION**

Oscar De La Hoya Ánimo Charter High School will achieve its mission and vision by relying on four concepts:

1. Personal attention.
2. Academic rigor with sufficient support.
3. Integrated technology.
4. Leadership development.

#### **1. Personal Attention**

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 will be a cornerstone of the school. This will be achieved by having:

- A small high school (of approximately 560 students when we reach full capacity)
- Small classes
- Advisory Groups, where each teacher is responsible for 25-30 students
- Individual literacy and learning style analysis for all students
- A diverse faculty, Board of Trustees, and Advisory Council
- Significant parent involvement.

Students will not fall through the cracks at Oscar De La Hoya Ánimo Charter High School.

## **2. Academic Rigor With Sufficient Support**

All students can benefit from a rigorous academic program if there is sufficient support to ensure success. At Oscar De La Hoya Ánimo Charter High School, our college-preparatory academic program will feature an innovative standards based curriculum, oral presentations, writing across the curriculum, and project/problem-based learning.

What truly sets Oscar De La Hoya Ánimo Charter High School apart from many other public high schools, however, will be the support offered through our small classes and extensive tutoring.

**Tutoring Program:** Oscar De La Hoya Ánimo High School will offer an extensive tutoring program. All students will have access to teachers and interns from various colleges to provide academic support.

## **3. Advanced Technology**

An educated person in the 21st century must be able to obtain, assess, and utilize information effectively. Accordingly, we will work with TechNet, New Schools, and Green Dot partner, Aspire Public Schools, to design the most effective technology plan available. This will significantly increase communication, learning opportunities, and access to research.

Oscar De La Hoya Ánimo Charter High School has a goal to offer its students and staff:

- Access to plenty of technology.
- Web based student information system allowing parent access to student program.
- Software and equipment necessary to provide technology support in all curriculum areas.
- A notebook computer and LCD/DLP projection station for every teacher, enabling them to integrate technology more fully into their lives
- Significant World Wide Web and Internet access
- E-mail addresses for every staff member

- Phone extension & voice mail for faculty
- Training in major word-processing and database/spreadsheet programs
- Significant support for teachers in their efforts to integrate technology and the best curriculum software into their teaching plans

Oscar De La Hoya Ánimo Charter High School will therefore use technology to create the best possible learning environment for students and to support the communications and administrative needs of a model 21st century learning organization.

#### **4. Leadership Development**

“At its core, Leadership starts with a mindset, a proclivity to take the initiative, to assume responsibility, to take steps to influence others.”

--Jerome Murphy, Principal Harvard Graduate School of Education

Oscar De La Hoya Ánimo Charter High School aims to fill society's need for well-educated individuals who have both the desire and the ability to help themselves and their communities. We need diverse leaders who are knowledgeable, empathetic, courageous, and creative who are capable of communicating effectively across such divides as race, gender, class, and sexual orientation.

Our comprehensive leadership program is designed to fill this need.

\* \* \*

#### ADMISSION POLICY

Oscar De La Hoya Ánimo Charter High School is open to all students in California. Students must fill out a two-part application and meet all deadlines for the application process. If more than 140 students have turned in their application by the deadline, students are selected by a public lottery process.

\* \* \*

#### ACADEMIC EXPECTATIONS

##### Expected Schoolwide Learning Results (ESLR's)

Oscar De La Hoya Animo Charter High School is committed to graduating students with the following skills and attributes that are critical for all 21<sup>st</sup> century learners:

Ànimo graduates will be Socially Responsible Citizens who:

- Understand and participate in the democratic process and recognize its value in a global context.
- Are law abiding individuals
- Assess individual, group, and/or community needs and choose to develop plans to meet those needs

Ànimo graduates will be Effective Communicators who:

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

Ànimo graduates will be Academic Achievers who:

- Produce quality work across the curriculum.
- Are knowledgeable with regards to educational pathways and career choices.
- Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
- Demonstrate the critical thinking skills of application, analysis, synthesis, and evaluation

Ànimo graduates will be Life-long Learners who:

- Continue their education by attending post secondary institution, reading, and traveling
- Are adaptive to a wide array of professional and cultural settings.
- Are goal-oriented and understand the importance of continual goal setting.
- Utilize self reflection as a tool for personal growth

Ànimo graduates will be Respectful Individuals who:

- Demonstrate knowledge, compassion and respect for diverse individuals and groups throughout society.
- Exhibit appropriate manners and utilize the vocabulary associated with them.
- Care for their physical environment
- Employ active listening and communication skills to resolve conflicts peacefully.

In order to accomplish the goals above, each teacher expects that students will come to class fully prepared, ready, willing, and able to participate in the lessons of the day. The following expectations more clearly explain how students should approach their studies.

### **Absences**

If students are absent, they can contact a classmate or the teacher to receive assignments for classes they have missed. In the case of a prolonged absence, a student's parents should contact the Office for assistance.

### **Classroom Attire**

Learning deserves an environment of respect and freedom from distraction. All students are required to be in compliance with the dress code.

### **Classroom Conduct**

Students are expected to be on time for each class and not to miss class except in the case of illness or other serious reason. Students are expected to participate in all class activities. Further, they are expected to assist in maintaining order by refraining from disruptive conduct.

### **Homework**

The homework assignment load can fluctuate considerably. This may be a combination of written assignments, reading, study, and long-term projects or papers. At least two to three hours should be spent in study and reading over and above time provided at school each day if a student is to gain the most benefit possible from classes. Assignments should be neat, complete and on time.

Students are expected to complete all assignments in accordance with the student's ability. Any student who does not complete a homework assignment on time will be assigned to Guided Study. Guided Study is held during lunch each day to allow students the opportunity to stay current with class work. Attending guided study is mandatory and failure to attend will result in detention. Acceptance of homework completed during Guided Study for class credit is at the discretion of each teacher.

### **Materials**

Students are required to bring all necessary materials to class. This includes all textbooks, workbooks, notebooks, laptop computer, pens and pencils, daily planner, 3-ring binder, binder paper, backpack or book bag, and any other materials required by the teacher in a particular class.

## **ACADEMIC INTEGRITY**

The Oscar De La Hoya Ánimo faculty and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Oscar De La Hoya Ánimo students are expected to deny all requests to copy from their own work.

### **CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY**

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Assistant Principal and Principal will be notified.

5. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

\* \* \*

## GENERAL ACADEMIC INFORMATION

### **Academic Awards**

At the Academic Awards Night held in the spring, the school recognizes students who have attained outstanding scholastic achievement in academic departments, membership in honor societies, and other school designated honors.

### **Exclusion from Social/ Extra-curricular Activities:**

Any student will be excluded from social activities if he/she has:

- A failing grade in any subject
- More than two (2) truants each year
- More than two (2) suspensions during the year

### **Deficiency Notices**

Teachers will inform students and parents (via a Special Report or Deficiency Notice) when a student is having serious academic difficulties or lack of achievement. Parents who note any indication of student difficulty are encouraged to contact the teacher as soon as possible to discuss the situation and method to ensure student improvement.

### **Grading System**

The letter “A” indicates superior work; the student consistently excels in quantity and quality of work; a college recommending grade. The letter “B” indicates above average work; the student maintains a good standard of work; a college recommending grade. The letter “C” indicates average work; the student does expected work at a moderate level of achievement. This is a non-college-recommending grade. The letter “D” indicates below average level of achievement. While this is a passing grade, the student may have to remediate this course to advance to the next level of instruction in that area. A “D” does not fulfill 4-year college entrance requirements. The letter “F” (Failure) indicates student does not meet minimum requirements; no credit is given; most, if not all, course requirements are not completed.

The grade of “I” (Incomplete) may only be given with the permission of the Principal 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 “F”.

If a student is absent more than 15 days from any course in a semester, he/she may receive no credit in that course.

Grades represent a judgment by the teacher; they do not necessarily represent a mathematical average, although a teacher may use the following grading scale in forming his/her judgment:

## Grading Scale

A+	100% - 97%	A	96% - 94%	A-	93% - 90%
B+	89% - 87%	B	86% - 84%	B-	83% - 80%
C+	79% - 77%	C	76% - 74%	C-	73% - 70%
D+	69% - 67%	D	66% - 64%	D-	63% - 60%
F	Below 60%				

## Withdrawal

If a parent wishes to withdraw or transfer a student from Oscar De La Hoya Ánimo, it is his/her responsibility to notify the Principal in writing. In some cases, the Principal may want to meet with the student's parents as well.

**The Principal of Oscar De La Hoya Ánimo Charter High School reserves the right to amend any part of this handbook at her discretion.**

\* \* \*

## A GUIDE TO UNIVERSITY REQUIREMENTS

Selective universities, such as Harvard and Stanford, ("selective" universities accept well below 50% of applicants) expect incoming students to meet the following entrance requirements:

4 years of English, 4 years of Math, 4 years of Foreign Language (recommended), 3-4 years of Science, 3 years of Social Studies with an unweighted g.p.a. of at least 3.5 and SAT score of at least 1300.

University of California campuses require 15 units a year of high school courses:

4 years of English, 3 years of Math, (4 recommended), 2 years of Laboratory Science (3 recommended), 2 years of Foreign Language (3 recommended), 2 years of U.S. History/Social Studies; electives - two chosen from courses beyond these requirements or from a list of courses in other subjects approved by the University. To be university eligible, a student must have an unweighted g.p.a. of 3.3 (with any SAT score) or an unweighted g.p.a. between 2.82 and 3.29 with appropriate scores as determined by an eligibility index provided by the university. Note that some popular campuses such as UCLA or Berkeley have more stringent requirements.

California State University campuses also require 15 units, almost the same as the UC requirements, but one less of Lab Science, only one year of History (U.S. required), one year of Visual and Performing Arts and three years of electives. CSU eligibility: unweighted 3.0 g.p.a. or 2.0 with appropriate SAT scores.

Many private universities, such as the University of Southern California, have requirements similar to those of the UC, although some require more Language, Science and Social Science. In

general, they look for an unweighted g.p.a. of 3.0 or better. A typical SAT score spread of the mid-50% of enrolled students is: Verbal 500 - 610; Math 500 - 590.

\* \* \*

## A Guide to Oscar De La Hoya Animo CHS Graduation Requirements

### I. Graduation Requirements

Class of 2007 and beyond  
 180 Core Class Credits\*  
 10-20 Advisory Credits  
 40 Animo Electives

Subject Requirement	Animo Graduation Requirement	UC and CSU Admission Requirement
History/ Social Science (Core) UC/ CSU Requirement A	30 Semester credits 10 credits World History 10 credits US History 5 credits US Government 5 credits Economics 10 credits + AP World History 10 credits + AP US History 10 credits + AP Government	Two units (equivalent to two year-long courses or four semesters) of history / social science courses are required. Coursework must include  World History, Cultures, and Geography -  U.S. History / American Government (Civics)
English (Core) UC/ CSU Requirement B	40 Semester Credits 10 credits English 9 10 credits English 10 10 credits American Literature 11 10 credits English 12	Four units (equivalent to four year-long courses or eight semesters) of college preparatory composition and literature are required. Both reading and writing components must be included in the courses
Mathematics (Core) UC/ CSU Requirement C	30 Semester Credits 10 credits Algebra 1, 10 credits Geometry, 10 credits Algebra 2, 10 credit Trigonometry/Pre Calculus, OR 10 credits Statistics	Three units (equivalent to three one-year courses) of college preparatory mathematics are required. Four units are strongly recommended.

	10 credits + AP Calculus	Algebra.  Geometry. Courses must include topics in two- and three-dimensional geometry.  Advanced Algebra.
Science (Core) UC/ CSU Requirement D	30 Semester Credits 10 credits Biology 10 credits Chemistry 10 credits Physics	Two units (equivalent to two one-year courses) of laboratory science are required. The two units must provide fundamental knowledge in at least two of these three core disciplines: biology, chemistry, and physics. Three units are strongly recommended.
Language other than English (Core) UC/ CSU Requirement E	30 Semester Credits 10 credits Spanish 1, 10 credits Spanish 2, 10 credits Spanish 3, OR 10 credits + AP Spanish Literature 10 credits + AP Spanish Language	Two units (equivalent to two one-year courses) of coursework in a single language. Three units are recommended. Minimum Performance Objectives. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, and composition. At this level, emphasis should not be on the ability to describe grammatical features of the language.
Visual and Performing Arts(Core) UC/ CSU Requirement F	10 Semester Credits 10 credits Visual Art	One unit (equivalent to one year-long or two semester courses) required in any of the following categories: dance, drama/theater, music, or visual art.
College Prep Elective (Core) UC/ CSU Requirement G	10 Semester Credits (Any course exceeding the minimum UC Requirement i.e. Physics)	One unit (equivalent of two semester courses) required. Course(s) can be taken in 9-12 grades but must fall

		within the following subject areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English
Animo Electives	40 Semester Credits (50 Semester for class of 2010) 10 Credits History of the Americas/Critical Reading/Ethnic Studies OR Read 180 10 Credits Technology/Leadership 10 Credits Integrated Science 10 Credits Academic Success *10 Credits Physical Fitness or Drama **10 Credits Pre-Algebra/Pre Geometry	Not Required for UC or CSU admission. Required for High School diploma at ODLHA. *May substitute Drama for Physical Fitness with instructor approval and audition only. **Beginning class of 2010.
Advisory	Each semester is worth 2.5 credits 5 Credits for class of 2007 20 Credits for grades 9-12 Beginning class of 2011	Not Required for UC or CSU admission. Required for High School diploma at ODLHA.
Community Service		Not Required for UC or CSU admission. Required for High School diploma at ODLHA
Parent Volunteer Hours	140 hours	Not Required for UC or CSU admission. Required for High School diploma at ODLHA
Successful completion of Senior Exit Portfolio including application to at least 3 post secondary institutions	Must be a 4 year university or other post secondary institution	Not Required for UC or CSU admission. Required for High School diploma at ODLHA

II. Credits to promote from one grade level to another are based on the completion of core classes in column 1.

9<sup>th</sup> - 10<sup>th</sup> - 60 credits

10<sup>th</sup>-11<sup>th</sup> - 120 credits

11<sup>th</sup> -12<sup>th</sup> - 180 credits

III. Distinguished Graduate Requirement: Students who qualify as an ODLHA Distinguished Graduate will complete the following:

- A. 10 hours Above and Beyond volunteer hours for community service
- Students must submit a community service verification sheet signed by the supervisor of the community service organization.
  - Students must submit a 1 page typed reflection essay on the community service experience.
- B. Go above and beyond the minimum A-G requirement and complete the recommended A-G courses below:
- 3 Years of Social Studies/ History
  - 4 Year of English,
  - 4 years of Mathematics, three years of science,
  - 3 years of Language other than English,
  - 1 year visual performing arts,
  - 1 year college prep elective
- C. Completed 1 course at a college or university with a C grade or higher prior to high school graduation.
- D. Must have a 3.5 weighted GPA.

NOTE: Students must submit a distinguished graduate application providing proof that he/she has met the above qualifications.

IV. Senior Privileges

- A. Senior Square Lunch  
B. Denim Day Fridays (jeans and school shirt)  
C. Food vendor sales for seniors (ie, Jamba Juice, Subway, etc. on occasion)

Major Senior Activities

- A. Senior Dinner  
B. Senior Prom

- C. Grad Night
- D. Senior Activity Day (aka: Senior “Ditch” Day)
- E. Graduation Ceremony

V. Loss of Senior Privileges

Students may lose their senior privileges including prom and graduation ceremony. This includes:

1. Student with 3 or more unexcused absences in a single semester and/or with 9 or more unexcused tardies in a single semester
2. Students with 3 major referrals, 2 suspensions; (2 minor referrals would equal 1 major referral)
3. Students with lost textbooks or unpaid balances.
4. Students must have a minimum 2.0 GPA in their Senior year of course work to participate in Senior Activities.
5. Incomplete senior portfolio.

NOTE: Students who pass their classes, but don’t pass the CAHSEE can still walk during the graduation ceremony & retake CAHSEE in the summer.

OSCAR DE LA HOYA ANIMO CURRICULUM 2007-2008

The first year of a four-year college-preparatory program will require a schedule of courses similar to the following:

**Ninth Grade**

1. Ethnic Studies
2. Read 180
3. English 9\*\*\*
4. Mathematics - Algebra/ Geometry\*\*\*
5. Integrated Science 1\*\*\*
6. Math Elective
7. Technology/Leadership/Study Skills

**Tenth Grade**

1. Biology\*\*\*
2. College & Career Readiness
3. Spanish 2/3/natives/non natives or AP Language\*\*\*
4. Geometry/ Algebra II\*\*\*
5. World History/ AP\*\*\*
6. English 10\*\*\*

### **Eleventh Grade**

1. Chemistry\*\*\*
2. Art
3. Spanish 3/or AP Language/ Literature\*\*\*
4. Geometry/ Algebra II\*\*\*
5. US History/ AP\*\*\*
6. English 11\*\*\*

### **Twelfth Grade**

7. Physics\*\*\*
8. Health
9. Drama
10. US Government/ AP\*\*\*
11. AP Spanish Literature\*\*\*
12. Spanish Poetry
13. AP Calculus\*\*\*
14. Algebra II\*\*\*
15. Statistics
16. English 12/ AP Literature\*\*\*

\*\*\*Core classes are identified courses that meet the A-G admission requirements as set forth by the University of California and California State University. All “core” courses offered by Oscar De La Hoya Animo CHS will be No Child Left Behind compliant.

\* \* \*

### **ATTENDANCE POLICIES**

Regular attendance at school should be a priority of each student and should be encouraged and enforced by parents. Regular attendance at school is an absolute necessity if a student is to succeed in his/her academic endeavors. It also develops in students the habits of accountability and responsibility needed at work, in college, and throughout life.

#### **Absences**

1. Students (and parents) should do all in their power to guard against absence from classes. This includes taking good care of their health, preventing illness, and arranging necessary appointments outside of school time.
2. Excused Absences. Excused absences include: illness of student; Emergency medical, dental, and optometry appointments; serious family emergencies (subject to the Principal’s approval; death of an immediate family member; court summons, school-sponsored/pre-approved field trips.) **ALL OTHER ABSENCES ARE UNEXCUSED.**

## ATTENDANCE POLICIES

### Attendance Review Board

The Student Attendance Review Board is composed of the Principal and designee(s). The Principal convenes this board when a student accumulates an extraordinary number (15) of absences and/or tardies. This board may, among other things, recommend terms of student attendance, probation, duration of suspension or withdrawal from school. The student's attendance is mandatory and at least one parent must be present.

The Oscar De La Hoya Animo Student Attendance Review Board will begin meeting once a month in November.

### Absences

Students (and parents) should do all in their power to guard against absence from classes. This includes taking good care of their health, preventing illness, and arranging necessary appointments outside of school time.

Excused absences include:

- Illness of student;
- Emergency medical, dental, and optometry appointments;
- Serious family emergencies (subject to the Principal's approval; death of an immediate family member; court summons).
- ALL OTHER ABSENCES ARE UNEXCUSED.

Procedure For Returning To School After Absence:

- Parent or guardian (not the student) should notify the school attendance office by 9:00 a.m. of each day the student is absent.
- When the student returns to school he/she should bring a note from his/her parent.
- Any student who is absent for medical, dental or other professional services must, in addition, present a note to the Office directly from the respective provider's office.
- Animo is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:
  - Full name of the student
  - Date(s) or time of absence
  - Specific Reason for absence
  - Telephone numbers where both parents/guardians may be reached (Home and Work)
  - Signature of parent or guardian

If a student does not bring a note, he/she will be marked truant.

Vacations:

- Animo De La Hoya recognizes the importance of family time and family vacations. However, for the sake of the students, parents are strongly encouraged to schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time that is impossible to make up.

### Tardy Policy

- If a student arrives more than 10 minutes late to school, he/she must obtain a late-slip from the office.
- Tardiness of more than thirty minutes from any class is considered an unexcused absence and may be subject to a detention.
- Excessive tardies will result in an appearance before the Attendance Review Board.

Any absence, EXCUSED or UNEXCUSED, results in a loss of money for the school.

### California Education Code related to attendance.

#### Sections 48262. Education Code:

Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261.

\*A student is a habitual truant if truant 3 or more times in a school year.

#### Sections 13202.7 (a) California Vehicle Code

“Any minor under the age of 18 years, but 13 years of age or older, who is an habitual truant within the meaning of Section 48262 of the Education Code, or who is adjudged by the juvenile court to be a ward of the court under subdivision (b) Section 601 of the Welfare and Institutions Code, may have his or her driving privilege suspended for one year by the court.”

\*Habitually truant =loss of driving privileges for one year.

#### Section 601. Welfare and Institutions Code

(a) “Any persons under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of his or her parents, guardian, or custodian, or who is beyond the control of that person...is within the jurisdiction of the juvenile court...”

\*A student who does not follow orders of parents or guardians can be placed under the control of the court.

(b)“If a minor has four or more truancies within one school year as defined in Section 48260 of the Education Code, or a school attendance review board or probation officer determines that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor, or to correct the minor’s persistent or habitual refusal to obey the reasonable and proper orders or directions of school authorities, or if the minor fails to respond to directives of a school attendance review board or probation officer or to services provided,

the minor then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court.

\*Any student who refuses to follow the orders of the Student Attendance Review Board can be placed under the control of the court.

3. Procedure For Returning To School After Absence: Parent or guardian (not the student) should notify the school attendance office by 10:00 a.m. of each day the student is absent. When the student returns to school he/she should bring a note from his/her parent. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the Office directly from the respective provider's office. Ánimo is required to keep on file a **note signed by a parent/guardian for every student absence**. The note must be **legible** and **written in ink**. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific Reason for absence
- Telephone numbers where both parents/guardians may be reached (Home and Work)
- Signature of parent or guardian

**If a student does not bring a note, he/she will be marked truant.**

4. Procedure for Leaving Campus Before Dismissal After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant and will be placed on probation and face other disciplinary consequences.

- A student who wishes to leave campus after arrival must be picked up a parent or legal guardian (for example, if a parent/guardian is picking him/her up for a dental appointment) must bring a note from a parent/guardian to the attendance office before 8:45 a.m. stating the time and reason for taking the student out of school. The student will attend class with the note until it is time to leave. At that time, the student will present the note to the classroom teacher as a pass out of class. The student will report to the office for staff to verify the note and determine when the parent will pick up the student. The parent/guardian reports to the Office to sign the student out.

5. Vacations: Oscar De La Hoya Ánimo recognizes the importance of family time and family vacations. However, for the sake of the students' educational experiences, parents are strongly encouraged to schedule family vacations outside of the academic calendar so that students do not miss important classroom instruction time that is impossible to make up.

6. Fifteen absences in one class during a semester may result in a loss of credit for that class. The student will have to retake the class in order to receive credit.

### **Student Attendance Review Board**

The Attendance Review Board is composed of the Principal and designate(s). The Principal convenes this board when a student accumulates an extraordinary number of absences and/or tardies. This board may, among other things, recommend terms of student attendance, probation,

duration of suspension or withdrawal from school. The student's attendance is mandatory and at least one parent must be present.

**Tardy Policy**

If a student arrives more than ten minutes late to school, he/she must obtain a late-slip from the Office. Tardiness of more than ten minutes from any class is considered an unexcused absence and may be subject to a detention. Excessive tardies will result in an appearance before the Attendance Review Board.

**Reasons for excused tardies are illness or medical/professional services appointments verified by note from the respective office.**

**Tardies before school** are given to students who are late arriving to school in the morning. School begins promptly at 8:30 am. A student who is not in his/her classroom, sitting in a desk, by 8:30 am will be considered tardy. Absences require a note from a parent or guardian. Tardies before school are also given to students who do not complete attendance/office/etc. business and get to class by 8:30 am.

**Tardies between classes** Students have five minutes in order to travel from one classroom to another. Students who take longer than five minutes will receive an unexcused tardy from the teacher and may be assigned teacher detention.

**Truancy**

Students absent from any class or activity period, without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class. Students will also be considered truant if they access the school site from any other point than 3<sup>rd</sup> street and Figueroa. Access points that are off limits are: the bridge from the World Trade Center and the bridge from the Bonaventure Hotel.

**Closed Campus**

Oscar De La Hoya Ánimo Charter High School is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. Students may not access other parts of the World Trade Center while at school. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

**Agenda Book/ Passes**

All students must carry their agenda book verifying their authorization to be out of class during class time. Permission is issued by the teacher/principal as necessary. No student is to report to the office without a signed agenda book, not even between periods.

\* \* \*

**DISCIPLINE PLAN**

Oscar De La Hoya Animo Charter High School is committed to providing a safe and secure campus where students can flourish as learners and leaders. In order to guarantee all our

students have the excellent learning environment they deserve, we are committed to working with parents to ensure:

- No student will interfere with a teachers' teaching.
- No student will interfere with another student's learning.
- No student will engage in any behavior that is not in his/her best interest or in the best interest of others.

At ODLHA we expect the very best of our students. However, when students engage in inappropriate behaviors, they will be dealt with fairly and consistently.

**General Requirements for Student Behavior:**

1. Follow all directions completely when given.
2. Respect and obey all school personnel.
3. Obey all classroom and bus rules.
4. Respect all students. Keep your hands, feet, and the rest of your body to yourself.
5. Respect school property and the property of others.
6. Act in a mannerly fashion at all times. Students are expected to conduct themselves as ladies and gentlemen.

Teachers are responsible for the day-to-day discipline in their classrooms. Disciplinary options available to the teachers include: warning, detention, Teacher Intervention Team, parent-teacher conference, written assignment, and discipline referral to the Assistant Principal or Principal.

**Teacher Detention**

Any member of the faculty may assign a teacher's detention to a student. This detention is served at break, lunch, or 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.

**Offenses That May Result in a Teacher's Detention:**

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

When there is a serious violation of the rules, the student will be referred to the Principal. The Principal will determine the appropriate action to take based on the following:

**Detention:**

These detentions are held every day. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. is permitted. Students will be given work to complete during detention.

### **Progression of Disciplinary Procedures**

After receiving a school detention, the student's parent/guardian will be notified by telephone. When a student receives two (2) school detentions, a letter will be sent to the parent/guardian and must be returned signed. Upon receiving ten (3) detentions, the parent/guardian will be contacted. At this time a meeting will be held with the student and parent/guardian. Both must be present. A Personal Contract will be made out and signed by the parent/guardian, student, Assistant Principal and Principal to improve the student's behavior. This agreement may include a provision for "parent shadows". Parent shadows involve at least one parent accompanying the student to teach class to observe behavior for a designated period of time (ex. everyday for a week). At least one parent/guardian, as well as the student must be present at a Discipline Board meeting.

Parents/guardians may at any time request a conference with the Principal to discuss their son/daughter's behavior.

Serious offenses will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/guardian will be made immediately.

#### **A School Detention may be issued for any offense listed above in "Teacher's Detention" and additionally:**

5. Failure to report to a teacher's detention;
6. Dress code violation
7. Boisterous conduct in buildings
8. Any type of behavior that is disrespectful or subversive in nature to the administration, faculty or staff of Ánimo High School.

**Disciplinary probation** refers to a period of time determined by the Assistant Principal or Principal, during which a student's behavior is monitored and evaluated to determine the student's right to remain at Oscar De La Hoya Ánimo Charter High School. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences. Therefore, this period is designed to help the student correct his/her behavior. After suspension, a serious, and/or repeated disciplinary problem, the parent/guardian, student, and Principal will sign a probation contract. Failure to adhere to the terms of the contract may result in dismissal from school. A growth plan should be included in this process.

- Restriction from specified school sponsored activities.
  - Principal/Student conference and contract with parent signature is required
- c) **Probationary Term** The Disciplinary Probation term officially begins with the issuance of the probation notice. The length of probation will be determined by the Principal and may be extended for any violation listed under conduct and behavior.
- d) **Violations** of the probationary conditions will result in a nine-week extension of probation.

**Suspension** is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive.

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 s/he must complete under the direct supervision of the Principal. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

**Suspension Offenses:** A student may be suspended for any of the following acts:

- Truancy
- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events. Parents will be held financially responsible.
- Defiance, disrespect or abuse of school authority
- Harassment
- Hazing
- Fighting
- Profanity or vulgarity in word or gesture
- Narcotics possession or use (marijuana, dangerous drugs or other harmful substances)
- Smoking or possessing tobacco products on campus or at school sponsored events
- Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event
- Writing on, tagging, or defacing school property
- Any infraction not listed but included under Education Code sections 48900 to 48926 and considered sufficiently serious by the Principal and/or the Principal

**Disciplinary Review Board:** The Disciplinary Review Board is an advisory committee to the Principal. The Vice Principal convenes the board when needed is Chair, and is a voting member. It is the responsibility of the Vice Principal to have available all pertinent materials for each gathering.

The Disciplinary Review Board 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, Disciplinary Probation). The Board makes recommendations to the Assistant Principal or Principal its conclusion(s). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. At least one parent/guardian and the student must be present.

The Assistant Principal may meet with the Disciplinary Review Board for advice, review and evaluation of the Discipline Code and submit any recommendations to the Principal for approval.

The Principal may appoint members to the Disciplinary Review Board, and/or accept interested faculty and PPS staff.

**Expulsion – Dismissal from School: A student may be dismissed from Oscar De La Hoya Ánimo Charter High School for any of the following major violations or repeating any violation listed under suspension:**

- Possession or use of any weapons or firearms on school premises or at school sponsored events
- Providing or selling narcotics of any kind (immediate expulsion)
- Inflicting or causing bodily harm to any person on campus
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting
- Theft of, tampering with, or unauthorized handling of a teacher’s gradebook, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Habitual truancy
- Any infraction included under Education Code sections 48900 to 48926 and considered sufficiently serious by the Principal
- **NOTE: Gang Membership or Involvement Membership in or affiliation with any gang or group that is responsible for coercive or violent activity is grounds for immediate expulsion. Gang attire, emblems, accessories, etc. will not be tolerated on campus or at any school event.**

DRESS CODE  
DRESS AND GROOMING REGULATIONS

Students are to concentrate on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times. No items of clothing should be written or “tagged” on.

**Belts.** If a belt is worn, it must be a *tan, brown or black*, standard width belt, and it must be properly worn at waist level. Belts may be webbed, braided or leather. **Belts may not have logos, studs, chains or initials.**

**Footwear.** Dress shoes or tennis shoes no higher than mid-ankle in a primary color such as *white, navy blue or black*. All footwear must have closed toes and heel straps.

**Hair** that is neat, clean, and fixed in such a way that it does not hang in the face. Hair must be a natural color if dyed. Student may not dye their hair “half and half”, where there is a large portion one color and the rest another (skunk look). Hair can never be shaved. Clippers must be at least a #2 in length.

**Beards and mustaches** are neatly trimmed.

**Headwear.** No hats, bandanas, wave caps, or visors are allowed on campus. Students may not wear their hoods in class. Girls may wear ribbons, rubber bands, barrettes, or headbands.

**Jewelry. (Boys Only)** No earrings. **(Boys & Girls)** No nose rings or studs, no tongue rings or studs, no eyebrow studs or rings, no navel studs (IN GENERAL, NO PIERCINGS OF THESE KINDS ON CAMPUS).

**Jackets/Coats/Sweatshirts.** All jackets, coats, sweaters, and sweatshirts must be *navy blue* and have NO writing, emblems or logos of any kind except Oscar De La Hoya Ánimo Charter High School or college emblems.

**Pants/Shorts.** Only trouser-style (no outside pockets such as found on jeans, etc.) *khaki* pants, shorts, or skirts are to be worn. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants and shorts must be worn at the waist, not at the hip. No corduroy or denim in Khaki colors are allowed.

**Shirts.** Only *navy blue*, collared shirts, preferably polo-style are to be worn. The only approved logo or name is that of Oscar De La Hoya Ánimo Charter High School. All shirts must be properly sized and tucked in at all times during school hours.

**Skirts/Skortts. (Girls only)** *Khaki* skirts/skortts must be the appropriate size and must fall no higher than the student's fingertips if they place their hands at their side.

## FREE DRESS DAYS

The Principal authorizes and approves all Free Dress Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Free Dress Days:

1. Boys and girls are permitted to wear casual pants, including clean and untorn jeans.
2. Boys and girls are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make reference to drugs, alcoholic beverages, taverns, offensive activities or hard rock concerts, etc. "Double meaning" T-shirts are not permitted. At no time for boys and girls are midriff T-shirts, sweatshirts or other casual shirts/blouses to be worn as well as clothing that exposes the midriff (stomach/waist). Tank tops or sleeveless attire are not permitted for boys or girls.
3. Girls may wear casual slacks, skirts, shorts and skortts and appropriate blouses. Skirts and skortts are not permitted if they are shorter than the uniform skirts and skortts.
4. Sandals are not permitted for either boys or girls.
5. Neither boys nor girls are permitted to wear caps or hats.
6. Any student, who has doubt about what to wear, should simply not wear it.

In order to earn Free Dress privileges, a student must:

1. Have less than two tardies in any class for the month
2. Have less than two detentions for the month
3. Have less than two Guided Studies for the month

4. Have no suspensions or in-school suspensions during the month

**CLOTHING FOR DANCES**

The Free Dress Days guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required.

**MISCELLANEOUS AND PERSONAL BELONGINGS**

<u>ALLOWED</u>	<u>NOT ALLOWED</u>
Backpacks, book bags and other necessary classroom and/or athletic materials or equipment.	Cell phones, pagers or signaling equipment, CD players, walkmans, radios, laser pens or key chains.
Water bottles with water.	Water bottles filled with anything other than water.
Food sold by a school sponsored club.	Any food not sanctioned by the school for sale or consumption.

**Any item on the “Not Allowed” list will be confiscated by a teacher or administrator. On the first offense, the confiscated item will only be returned after the student serves 5 volunteer hours. On the second offense, the confiscated item will only be returned after the parent serves 5 volunteer hours. On the third offense the item will not be returned until a parent conference with the principal takes place.**

**DRESS CODE VIOLATION PENALTIES**

Students not conforming to the appropriate guidelines as outlined above will be subject to the following consequences:

- First time – detention
- Second time and any time after – detention and parent conference

**Any student whose attire is in violation of the Dress Code policy may not be permitted to return to class until they have changed.**

**Dress Code regulations will be enacted according to the interpretation of the Administration of Oscar De La Hoya Ánimo Charter High School. PLEASE NOTE: Oscar De La Hoya Ánimo Charter High School reserves the right to deny the wearing of any objectionable or offensive items on campus or at school functions at any time.**

\* \* \*

**COMPUTER USAGE POLICY**

This policy is for management and usage of computer resources owned and operated by Oscar De La Hoya Ánimo Charter High School. The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.**

#### Guiding Principles for Responsible Computer Usage

1. Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
2. Unless noted to the contrary, data files should be considered private and confidential.
3. Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
4. The school's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
5. The school's computers may not be used to play games or transmit material via any media that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
6. Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
7. Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
8. Oscar De La Hoya Ánimo Charter High School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.

#### **Concerning Internet Usage**

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. The student and his/her parents accept responsibility for the student's on-line actions. All other disciplinary policies of Oscar De La Hoya Ánimo Charter High School apply to the use of technological resources.

#### **Concerning General Usage**

Oscar De La Hoya Ánimo Charter High School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity;

discrimination; violation of copyrights, trademark and/or licenses; and/or violation of other rights arising under the law.

Students are encouraged to remove any "personal" information stored on Oscar De La Hoya Ánimo Charter High School's computers. Generally, Oscar De La Hoya Ánimo Charter High School will delete information left on computers/networks.

\* \* \*

## HARASSMENT POLICY

Oscar De La Hoya Ánimo Charter High School is committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or employee by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### **Verbal Harassment**

Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### **Physical Harassment**

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

### **Visual Harassment**

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures. Electronic material such as e-mails, blogs, chatroom material, or sites such as MySpace may also be considered harassment.

### **Sexual/ Gender/ Orientation Harassment**

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs (this also applies to teachers and all staff, for example, teacher to teacher, student to teacher, teacher to student):

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the

individual's academic performance or creating an intimidating, hostile or offensive educational environment.

**It is the responsibility of Oscar De La Hoya Ánimo Charter High School to:**

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

**It is the responsibility of the student to:**

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

**Complaint filing and investigation procedures**

The following procedures must be followed for filing and investigating a harassment claim:

1. The student or employee may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student or employee must report the harassment to the Principal.
2. The student or employee alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.
3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on suspension or administrative leave during the course of the investigation.
4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.
5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem, possibly leading to criminal charges.

\* \* \*

## HEALTH, SAFETY, & CHILD WELFARE PLAN

### Health Services

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Health issues will be addressed in the school Office. Conditions occurring at home should be taken care of before coming to school.
2. Students should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
3. The secretary/administrator does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. . Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. The school follows the recommendations of the Los Angeles County Health Department in excluding students with communicable conditions. A student who has been absent from school because of a reported communicable disease must have a permit issued by the Public Health Department or physician before he or she is readmitted to school. Current laws require that Tuberculosis (TB) and Hepatitis B test results be on file with the office upon entrance into the school.
6. Health matters are treated confidentially.
7. Students expecting to be absent two weeks or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.

### Injury or Illness

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, Ánimo staff will administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (*listed on the emergency form*) comes to pick them up.

### Medication

It is the parent's responsibility to notify the school of any medical conditions that require medication (this includes drug name, dosage, and how to administer). Oscar De La Hoya Ánimo Charter High School may not furnish any medications. Parent(s) or legal guardian(s) can sign a waiver to authorize the school to administer Tylenol to the child in emergency situations. School personnel are prohibited by law from giving any medication to a student unless the student's physician has given written instructions. All medications require physician and

parent/guardian authorization. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Parents will be notified if a student requires an "only if needed medication" while at school. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

### **Child Abuse Reporting**

Because immediate investigation by child protective agencies of suspected abuse may save a student from repeated injuries, any teacher, or other staff member, who suspects that a minor has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

Child abuse falls into four categories:

1. **Physical Abuse:** Any act resulting in non-accidental injury, including burning, biting, cutting, striking or twisting limbs.
2. **Physical Neglect:** Withholding basic necessities of life, including adequate food, clothing, shelter, or medical care.
3. **Emotional Abuse:** Includes verbal assault (i.e., belittling, screaming, threats, blaming, sarcasm), continual negative moods and constant family discord.
4. **Sexual Abuse:** Rape, rape in concert, incest, sodomy, oral copulation, penetration of genital/anal opening by a foreign object and child molestation.

When within scope of an employee's professional capacity/or employment, they know/or reasonably suspect a child is/or was a victim of abuse, they shall:

- Contact the site administrator;
- Contact child abuse hotline, 24 hours a day, 7 days a week at the following number: 1.800.540.4000;
- Contact your local law enforcement agency (i.e. police or sheriff);
- Tell child protective services/law enforcement that the other has been contacted;
- Make a record of the calls;
- Complete suspected child abuse report and mail within 36 hours.

**Note: It is not sufficient for a teacher to report a child abuse incident to a site administrator. The employee has an independent responsibility under the law to insure that the matter is reported to law enforcement and child protective services.**

### **Confidentiality Policy**

There are four instances in which a counselor and/or teacher is legally bound to inform a parent and/or authority with information given during a "confidential" counseling session: 1) when a

student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened; 3) when a student indicates he or she is being physically and/or emotionally abused; 4) when a student indicates he or she has committed a felony (i.e. selling drugs, stealing a car, etc.).

### **Emergency Cards**

Every student must have a completed and up-to-date "Emergency Card", properly signed and on file in the school Office. **STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CARD.**

### **Blood Borne Pathogens**

In an educational setting, the school is required to identify the personnel whose job duties expose them to blood and potentially infectious body fluids. These generally include school nurses, office managers, custodians, instructional and clerical assistants, coaches, and teachers.

Not every school staff member is occupationally exposed to blood borne pathogens while performing his or her job. However, it is important for everyone in an educational setting understand the dangers of infection and the safe procedures to minimize risk.

All school staff will be given basic blood borne pathogen training on an annual basis. The training includes lecture/discussion regarding:

- Blood Borne Diseases
- Workplace Transmission through Accidental Injury and Indirect Transmission
- Universal Precautions and Reducing Risk
- Limiting Hazards
- Personal Hygiene including Hand washing
- Protective Equipment including Resuscitation Devices, Gloves, and Glove Removal
- Good Housekeeping Procedures

All school staff will have access to the appropriate tools and devices necessary for dealing with blood borne pathogens.

### **General Prevention Procedures For Blood Borne Pathogens**

If a student suddenly becomes ill in class and vomits or is cut and bleeds on the floor of a classroom, specific procedures will be followed to eliminate the possible hazard of body fluid exposure. The procedures include:

- Teacher keeps students away from potential hazard
- Teacher contacts main office
- Office manager, assistant principal or principal removes student to the main office and contacts the school custodian
- Custodian (if available) is responsible for cleaning up all body fluid spills
- Custodian uses protective equipment such as gloves, apron, protective eyewear, etc.
- Custodian removes body fluid from floor
- Custodian sanitizes floor
- Custodian cleans and decontaminates all equipment and environmental working surfaces exposed to body fluids
- Custodian removes gloves and disposes in appropriate biohazard container

- Custodian washes hands with antibacterial soap
- In the absence of the custodian the administrative staff will assume responsibility for the procedures above.

### **Emergency Preparedness**

A major responsibility of Oscar De La Hoya Animo Charter High School is to provide for the safety and welfare of all students and staff.

The schools policies and procedures are formulated with the guidance of local law enforcement and the Green Dot Public Schools organization in order to prepare for:

- Fires
- Terrorist (bomb, chemical) threats
- Earthquakes
- Plane crash
- Smog episodes

### **Oscar De La Hoya Animo Charter High School will implement and maintain the following:**

1. A site-specific disaster preparedness plan.
2. Training for all staff in the elements of the plan, as well as an instruction program in first aid and CPR.
3. A stockpile of emergency and medical supplies, back-up communication equipment, and two days worth of food and water at each school site.
4. Placards posted in classrooms and offices, which indicate evacuation routes.
5. Emergency cards on file for all students and staff.
6. Fire and drop drill maneuvers understood and drilled on a regular basis.
7. Established policy on the release of students to parents or guardian.
8. Clearly understood policy on the release of school and district staff and their emergency assignments.
9. Clearly outlined procedures for use of school facilities as emergency shelters.

### **Emergency Procedures During A Disaster**

#### **A. Inside the school building**

1. If students and/or staff are inside the school building at the time of an earthquake, they should:
  - a. Move away from windows or other potential hazards.
  - b. Get under desk or table or other shelter or against inside wall. If shelter moves, hold on and stay under.
  - c. Assume drop position and be silent so directions can be heard above the noise of the earthquake.
  - d. Stay in drop position until earthquake is over or until further instructions are given.
2. After the initial shock and things settle down, teacher will evacuate classroom, being alert to possibility of aftershocks.
3. In case of a chemical gas attack teachers will seal all windows and doors with

duck tape and wait until an all clear notice is given by the principal or law enforcement official.

4. When leaving classrooms, teachers should make every effort to take with them the roll book and emergency supplies stored in the classroom.
5. Teachers will take classes to pre-arranged places on school property and will remain there until re-entry to school buildings has been approved, or they are directed to take the children elsewhere, or the children have been picked up by parents or other authorized persons.

**B. Outside the school building**

1. If students and/or staff are outside the school building or walking to or from school when an earthquake occurs, they should:
  - . Get clear of all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.
    - a. Assume drop position until quake is over.
2. After the earthquake, if on the way to school, continue to school. If on the way home, continue home.

**Emergency Procedures During An Extended Period After A Disaster**

**A. The Green Dot Public Schools designee will:**

1. Check status at the school, the district office and of buses.
2. Evacuate district office if necessary and set up command post.
3. Confer with police, fire department, and city officials regarding situation at the school and in the community.
4. Determine plan for continuation of school following a disaster.
5. Notify principals and radio stations so that parents can be informed of the situation and next steps to be taken.
6. Release principal when all students and staff have been released.

**B. The principal will:**

1. Appoint the security guard to see that no unauthorized person goes back into the building(s) until the building(s) have been declared safe.
2. Post traffic control at school gates to keep parking lot free for emergency vehicles.
3. Assess total school situation and report back to the Green Dot Public Schools designee.
4. Announce location of disaster and first aid centers; call on principal's designee(s) to operate the first aid center.
5. Direct the recovery of all disaster-related and medical supplies, equipment and information from the first aid supply stations.
6. Oversee conservation and distribution of water.
7. See that parents and guardians are notified as soon as possible of any serious injury to students; if necessary, send injured children to designated emergency centers.
8. Release students according to the established site plan.
9. Release teachers at the principal's discretion.

C. The teachers will:

1. Remain with their class group, or report to the main office if they do not have a class group.
2. Be in charge of all first aid for the students in their class group until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by the teacher; students with minor injuries are to be cared for after evacuation. Use bottled water until notified that water system is safe.
3. When evacuating classroom take emergency kit.
4. Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the students.
5. Take roll. Send notice to disaster center immediately of any student who is not with the class group, noting possible whereabouts, (e.g., absent from school). Take roll periodically throughout the disaster period.
6. Note on class roster in emergency kit the name of anyone, who for any reason leaves the class group: to go to first aid center, disaster center, home, home of authorized person.
  - a. Be specific in noting names and addresses of those to whom students are released if other than parents.
  - b. Note on records time child was released.
  - c. Record any unusual behavior or any first aid given.
7. As the time period extends, remind students that they are in perhaps the safest place possible under disaster conditions. Fill in time with games, songs, stories, exercises, and rest periods.
8. Report to the principal when all students have been released.

D. The office manager will:

1. Under the direction of the principal, provide for the preservation of essential school records.
2. Monitor radio emergency broadcasts.
3. Funnel volunteers to locations where needed.

E. The security guard will:

1. Check water, gas, and electricity; if so directed by the principal, turn off utilities and intake valve on water heater.
2. Assist in any fire-fighting or recovery activities.
3. Assist the principal in establishing controls to prevent the use of contaminated water.
4. Help set up emergency sanitation facilities if needed.

Throughout this plan, all key persons have been designated by role. It is assumed that each of these persons will have one person trained as "back ups" to carry out their responsibilities if necessary.

## ADDITIONAL POLICIES

### **Athletic and Extra Curricular (clubs and activities) Eligibility**

1. Oscar De La Hoya Ánimo Charter High School follows the guidelines established by the CIF Blue Book. Students must maintain a minimum grade point average of 2.5 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.5 are placed on probation for one quarter. Additionally, athletes must meet the Ánimo eligibility requirement of not receiving a grade of “F” in any subject.
2. Students must exhibit satisfactory citizenship and conduct on and off the field.
3. Students must observe all regulations outlined in the current addition of the CIF Blue Book.
4. Students must pass a physical examination given by a medical doctor.
5. Students must carry adequate insurance.
6. Students must not have more than two after school detentions, and no suspensions.

### **Smoking on Campus**

Parents and visitors are asked to support the school’s effort to maintain Oscar De La Hoya Ánimo Charter High School as a “Smoke Free Zone.” Please refrain from smoking on campus or at any school event or activity.

### **Bills**

Students often contract bills during the year in various ways: lost library books, lost textbooks, lost or damaged laptop computer, damage to school property, etc. A record of these bills is kept in the Main Office. Students are expected to pay their bills promptly, without constant reminders. Students should always request a receipt when paying any bills. All services, goods and bills paid by check are subject to a \$10 returned check fee. Senior privileges are partly dependent upon keeping accounts clear and balance free.

### **Lost and Found**

Items that have been found should be turned in to the office. Students who have lost an item at school may come to the office during the break or after school to check lost and found articles.

### **Change of Address**

Parents are asked to notify the office in writing as soon as any change occurs. This will ensure that any and all mailings will be received without delay or interruption.

### **Bus Transportation**

Bus transportation will be provided to students going to and from campus. The bus will pick students up and drop off students at one of the four locations:

- Griffith Middle School: 4765 E. 4<sup>th</sup> St., L.A. 90022
- Belvedere Middle School: 312 N. Record Ave., L.A. 90063
- Stevenson Middle School: 725 S. Indiana St., L.A. 90023
- Hollenbeck Middle School: 2510 E. 6<sup>th</sup> St., L.A. 90023

### **Food Services**

The office provides free and reduced lunch applications. They must be completed and returned by the due date. Associated lunch cards will be purchased and issued by the school.

### **Student Identification Card**

Student I.D. cards will be issued when school pictures are taken in the fall. They will be distributed to students at no cost. All students are required to carry their I.D.'s at all times. If a student is asked to show his/her I.D. and does not have it, the student will be issued a detention.

Replacement for lost cards is \$10.00 and may be obtained in the Office.

### **Textbooks**

Textbooks are issued to students by their classroom teachers. Students assume full responsibility for the security of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay for the cost of the book and/or laptop before a new one is issued. Book fines are paid at the office. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks.

### **Visitor Policy**

**Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass. NO STUDENT IS ALLOWED TO BRING VISITORS TO SCHOOL. Parking fess are reimbursed at the Principal's discretion. When the school requests an appointment (ex. conference), parking fess will be covered, however, unannounced visits will only be paid if the daily budget allows.**

#### **Volunteer Requirement**

**Parents of *Ánimo* students are responsible to contribute 17.5 hours of service to the school each semester. Students may serve a maximum of 10 these hours each semester. Hours may be set up with the office in advance of their service. No parent will be permitted to volunteer on a given day without signing up in advance. Parents who do not contribute 17.5 hours of service per semester will be put on probation and, at the end of the year; their status will be reviewed.**

### **Work Permits**

No minor under eighteen years of age is allowed to work without a work permit. Students can obtain a "School Verification for a Work Permit" and a "Request to Issue Work Permit" from the Office.

## **FUNDING MODEL – DIRECTLY FUNDED**

GDPS/ODLHACHS 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**

GDPS/ODLHACHS is committed to collaborating closely with LAUSD in order to share best practices and learn from each other. GDPS/ODLHACHS 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.

GDPS/ODLHACHS intends to have both formal and informal interactions and communications with the District and with other schools in order to foster learning and sharing. GDPS/ODLHACHS 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.

Additionally, the District is invited to have a representative participate as a non-voting, ex-officio member, of Green Dot Public Schools' Board of Directors.

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 GDPS/ODLHACHS but also from Green Dot's other charter high schools.

## **CONSENT DECREES**

During the life of the charter, GDPS/ODLHACHS will adhere to all terms and conditions of any court orders and/or consent decrees imposed upon the Los Angeles Unified School District as they pertain to special education. If the District, a court of law, or a federal or state agency determines that GDPS/ODLHACHS has failed to comply with the terms and conditions of any court order and/or consent decree, the charter school is solely responsible for all costs, attorneys' fees, or other remedies associated therewith.

## **MISCELLANEOUS PROVISIONS**

### **Severability**

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

### **No Waiver**

No waiver of any provision of this petition shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

### **Assurances**

GDPS/ODLHACHS intends to adhere to federal, state, & judicial mandates including Section 504, American Disabilities Act (ADA), Office of Civil Rights (OCR) and the Chanda Smith Consent Decree. Other assurances can be found throughout the charter petition.

### **Memorandum of Understanding**

GDPS/ODLHACHS and Los Angeles Unified School District will enter into MOUs setting forth the obligations of each respective party for each service rendered by LAUSD. It is understood that LAUSD sets the fees for the services it renders.

### **Relationship with COE and CDE**

GDPS/ODLHACHS agrees to provide a copy of its approved charter to the Los Angeles County Board of Education and California Department of Education, as necessary and requested.

### **Minimum Age Laws**

GDPS/ODLHACHS agrees to comply with minimum age laws.

### **Due Process for Classified Employees**

The grievance process for classified employees is the substantively the same as for certified employees as indicated in the attached Teacher Union Contract under “Article XIV – Conflict Resolution” on pages 9 thru 12.

### **McKinney-Vento Act**

GDPS/ODLHACHS will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

### **Integration Court Order**

GDPS/ODLHACHS is subject to the requirements of the Crawford Court Order. The school will provide a written plan as referenced in Element 7 to achieve and maintain the District’s ethnic balance goal which is within a 70:30 or 30:70 ratio.

### **FERPA/Confidentiality of Pupil Records**

GDPS/ODLHACHS agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records.

**Education Code**

GDPS/ODLHACHS will comply with Education Code Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

**Family Acts**

GDPS/ODLHACHS agrees to comply with the provisions of Family Medical Leave Act (FMLA), California Family Rights Act (CFRA), and Labor Code 233.

**Employee Benefits**

Each employee receives health and medical benefits. Benefits for classified employees are the substantively the same as for certified employees as indicated in the attached Teacher Union Contract under “Article XXX – Benefits” on pages 27.

Leave provisions for classified employees are similar to those established for certified employees as indicated in the attached Teacher Union Contract under “Article XXVIII – Leave Provisions” pages 23 to 27. Although we may make adjustments to the policy, if that is the case, we will notify LAUSD.

**Amendments**

GDPS/ODLHACHS will comply with current LAUSD policy for amendments to the charter petition.

## **DETAILED COURSE DESCRIPTIONS**

Attached are detailed course descriptions for the recommended classes to be offered at GDPS/ODLHACHS. In the course descriptions are the textbooks that are used in each class as well as detailed alignment of the courses to state standards.

## ANSWERS TO KEY QUESTIONS

### IS THE SCHOOL AN ACADEMIC SUCCESS?

#### *A. To what extent has the school successfully implemented the instructional program to the population it identified in its charter?*

GDPS/ODLHACHS's course offerings fulfill the A-G requirements and students are required to take these courses in order to graduate allowing them to have college as a post high school option. Students have access to the school's entire program in this regard. In Advisory, students complete a map of the courses they need to take and/or make up to graduate from high school and apply for post secondary institutions. In addition, all students by senior year are required to complete at least four post-secondary institution applications (one of these must be for a four year college), allowing them have additional academic opportunities after college.

Each department (English, History, Science, Spanish, Electives, Math) engages students in pertinent lessons that are standards-based and are aligned to the expected school wide learning results. Examples of this are shown in lesson plans, syllabi, and assessments from every department as well as student work samples that illustrate mastery of lesson standards based objectives at different levels as well as mastery of expected school wide learning results. Examples include:

- In 10<sup>th</sup> grade English students wrote business letters to a highly important company. The lesson addressed the 10<sup>th</sup> grade CA English/Language Arts Standard Writing 2.5, students will “write business letters [that] provide clear and purposeful information and address the intended audience appropriately.” Student work reviewed demonstrates that all students addressed the intended audience and met the school-wide expectation for effective communication at varying levels of mastery as revealed through their writing.
- In 11<sup>th</sup> grade United States History, students created their own religion based on personal beliefs. They named the religion, created the “laws” of the religion, and listed the “punishments” if the laws were broken. Their individualized religions showed students how early US religions were developed on a mixture of moral, social, and other impacting issues. This activity, clearly, meets CA History Standard 11.3, “students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.” The student work samples demonstrate a high level of engagement with the content, while showing that students were involved in a challenging learning experience that required them to synthesize and analyze at high levels consistent with our school-wide expectation that students utilize critical thinking skills.
- Throughout the Math department, all students are actively engaged in challenging learning experiences. Math Support students created their own apartments based on measurements in order to learn fractions and scale. In Geometry, students used a straight edge and a compass to construct congruent segments and angles, to create parallel and perpendicular lines, and to bisect a segment. This is directly aligned with Geometry standard 16.

Students engage in many experiments, individual projects, Socratic seminars and the like to ensure that they are engaged in activities that require them to climb Bloom's Taxonomy of thinking skills and GDPS/ODLHACHS's school wide expectation for academic achievement. In addition, students participate in oral presentations and group projects that require them to communicate effectively and to work respectfully and collaboratively as necessary to demonstrate mastery of standards and meet the school-wide expectation that students use oral and written communication at high levels and work well with others.

Students are aware of standards in all classes. The standard of the day is posted in each classroom along with the objective that is aligned to that standard are posted in all classrooms. California standards results are shared with students along with their performance on midterms and finals in many classes. Students use reflection to assess the degree to which they are meeting standards and performance expectations in their classes. Student reflection about their practices and learning experiences in several classes allows students demonstrate life long learning and identify what behaviors and attitudes support or inhibit their academic achievement. Additionally, each department has submitted a definition of rigor and agreed on a school-wide definition of rigor consistent with our focus on standards and meeting expected school wide learning results. Review of lesson plans and student work reveal that students are being challenged across the curriculum.

Teachers in all departments demonstrate use of a variety of strategies and resources beyond the textbook, including technology. Additionally, each department has submitted support for differentiated instruction and or examples that exemplify real world relationships and experiences.

Technology is utilized during instruction in many departments across campus. Examples include:

- The Math department is using River Deep in Math Support a web based software – to help to raise student achievement based on poor math performance on the California Standards Test and grade analysis. The program provides a comprehensive approach to teaching algebra students to investigate math symbols, rules, and algebraic concepts while applying them in practical contexts. Students learn how to solve and graph linear, study inequalities and absolute values. Students complete interactive tutorials that are saved in the program and used to assess student mastery of concepts and growth over time. Fathom statistical software package is specifically designed to support instruction and data analysis in 12<sup>th</sup> grade Statistics. The software allows students to manipulate data and evaluate the impact of the data in various real life contexts. It also helps to promote a deeper understanding of data by utilizing graphical, numerical, algebraic and verbal representations. In addition, ActivStats – is an innovative multimedia education product that teaches introductory college level statistics. It reflects modern research into how people learn and specifically how people learn statistics. It is an interactive mix of narrative, video, sound and animation that encourages students at their pace and along the way to explore the concepts and skills that particularly interest them.

- The Science department uses - movies, motion detectors, data collection devices, laptops; stopwatches; meter sticks; constant velocity vehicles; electric boards; force boards, models and a host of other devices and household items to create interactive demonstrations and experiments students participate in and analyze.
- The History department uses a combination of teacher created visual aids, real world experiences, simulations, movies, and the Internet to involve students in historical experiences at different time periods.
- Read 180 reading intervention software helps students whose reading achievement is below grade level. The program directly addresses individual student needs thru diagnostics and benchmark tests; adaptive and instructional software, high interest literature, and direct instruction in writing and vocabulary skills are targeted.
- The Spanish department routinely uses music, video, Spanish newspapers and magazines to engage students in using the language. Many discussions address real world cultural issues and realities. The Spanish department is sponsoring a student trip to Spain for Advanced Placement students.

Furthermore, the English and Math Department are using the pilot testing program, Action Learning Systems, to give standards aligned benchmark tests once a quarter and they participate in professional development that provides supporting teaching strategies that will challenge all students to learn at high levels. Students are taking these tests quarterly and teachers are provided with data and strategies that challenge students and help them master key standards.

All students regardless of their status as English Language Learners or learning disabled take the same rigorous courses. Students also have the option to take several AP courses in English, History, and Spanish. Some students also take additional rigorous courses at local community colleges. The school has given students the opportunity to take a college level Sociology course with East Los Angeles College (ELAC) professors teaching the class on our campus. A 3.0 GPA was required to take this course. Other opportunities for concurrent enrollment with ELAC are being arranged by the counselor this year.

Teachers also modify and accommodate lessons for all students through active involvement with the special education coordinator to ensure that the curriculum remains challenging and accessible to all students.

Differentiated instruction is a large part of staff development and many teachers use differentiated strategies to help unique learners who demonstrate learning at different levels. Differentiation is also used to identify common needs of all learners and provide them with the tools they need to be successful with content reading, vocabulary, and difficult concepts. Teachers have been required to utilize differentiated strategies in their classroom and reflect on their practices and observe one another demonstrating the various strategies.

- For example, in 10<sup>th</sup> grade English, students are separated into groups after direct instruction regarding writing techniques and some participate in writing conferences, while some students work together to peer edit writing drafts, and other groups who need assistance with the writing task are given more individual attention by the teacher.

- In Algebra 1, students are given opportunities after a test or homework assignment to demonstrate mastery of a concept and still get credit. With master of standards as the goal, students who take longer than others to demonstrate their knowledge are given the time they need.
- In Chemistry, learners are given assignments that are broken into various performance levels, basic, proficient, advanced. Students may start the scaffolded assignments at their current level of mastery and work their way up to more advanced level using increasingly higher level thinking along the way.

Additionally, based on achievement data, courses were created to better support students struggling with the rigor of GDPS/ODLHACHS's school program. Examples are Math Support, Summer Bridge for incoming freshmen and the High Point class for the lowest proficiency ELL students. In addition teachers offer three hours of tutoring ("office hours") after school for those students who are having difficulty in their classes and need extra help. Office hour attendance is voluntary in most cases. Some students are assigned mandatory office hours in the case they have low test scores or large amounts of missing assignments. A random survey of students found that 44 percent of students surveyed went to office hours two or more time a month.

Many opportunities outside the classroom and the textbook including field trips, guest speakers and student lead interviews are used to move learning above and beyond textbook learning. For Example, students are taken on local college tours, to the Science Discovery Center, Los Angeles Central Library tour, and adapted plays and movies that support core content and students interests. Recently a physics day field trip to a local amusement park has been arranged for students to study physics in action.

Parent conferences once per semester allow the entire grade level team to sit with parents and discuss grades, growth areas, and goals for improvement in student performance. Teachers meet prior to the parent conferences to determine those students who need to attend so parents, students, and teachers can work as a team to ensure they can be successful in all their classes and ultimately meet graduation requirements. For example, 9<sup>th</sup> grade teachers meet and created action plans with parents and students to ensure students success in the 9<sup>th</sup> grade program.

College is clearly the school's focus for post secondary pursuits for all students. The College and Career Readiness class in the 10<sup>th</sup> grade allows students to begin setting college and career goals and produce essential products that will help them meet those goals, including sample college applications, financial aid forms, college essays, and an extensive search of career paths they may be interested in. To support this goal setting towards college and career, students are taken on college tours to local universities during the school. Guest speakers in various career fields are also brought on campus through the CCR class and other classes including US Government. Teachers lead workshops for students on completing UC/CSU applications, and refinement of college essays is done as part of the 12 grade English curriculum.

GDPS/ODLHACHS's counselor meets with seniors to review their transcripts and to discuss their progress toward graduation, what their career goals are and what resources are available to them at the school and in the community to support them. In addition, special education

students are provided with additional support in preparing for the future after high school with individualized transition plans documented in the student's Individualized Education Plans. These transition plans are structured and well documented according to special education guidelines.

Review of senior transcripts was a testament to the schools success and ability to help students meet graduation requirements. Last year, most seniors were on track for graduation, with over 80 percent passing the CAHSEE. All seniors except one applied to three post secondary schools, a graduation requirement.

Overall, GDPS/ODLHACHS monitors progress towards meeting the expected school-wide learning results.

- **Academic Achievers:** GDPS/ODLHACHS monitors students' academic achievement and acquisition of necessary skills through analysis of state-wide tests including the CAHSEE, CSTs, CELDT, AP scores, SAT scores, grades and GPAs, student work samples demonstrating higher level thinking, and ALS benchmark testing. In addition, a College & Career Readiness course is provided to students in their 10<sup>th</sup> grade year. The purpose of this course is to make GDPS/ODLHACHS students knowledgeable of educational pathways and career choices that may be available to them. Various forms of assessment and research projects are offered in this course.
- **Effective Communicators:** GDPS/ODLHACHS monitors student communication skills through essays and writing samples, various project presentations, integrated group and individual projects, student interviews, and research projects.
- **Socially Responsible Citizens:** This area is monitored through the number of student initiated and led community projects and clubs, student participation in student-led clubs and projects, the rates of suspensions and expulsions, and graduation rates. For example, following the 10<sup>th</sup> grade viewing of the movie An Inconvenient Truth, students formed the Environmental Awareness Club and after learning of the genocide Darfur, students raised money to send towards the cause.
- **Life-long Learners:** This area is monitored through evaluation of students on track for graduation, number of graduates applying and attending post-secondary institutions, school exit portfolios, and examples of student goal setting and self-reflection.
- **Respectful Individuals:** This area is monitored through evaluation of suspension and expulsion rates, cleanliness of the school, log entries, and number of violent incidents.

***B. Has the school met its API and AYP goals?***

***C. To what extent has the school eliminated the achievement gap for minority and economically disadvantaged students? For these purposes, the “achievement gap” is defined as the difference between the percentage of students scoring proficient and above on state tests and 100%.***

***D. Has the school shown that it is performing at a higher level than the schools that its students would otherwise have been required to attend?***

GDPS/ODLHACHS’s commitment to providing typically underrepresented students with a quality education has yielded great success. GDPS/ODLHACHS students have consistently outperformed their peers at Garfield High School and Roosevelt High School (East Los Angeles’ two public high schools) on state academic performance assessments.

In its first year of operation, GDPS/ODLHACHS scored a 623 growth API. In 2004-2005, the school exceeded its growth targets by a factor of eight, as measured by state academic achievements tests including the California Standards Tests and California High School Exit Exam. In part, this is attributable to the school-wide implementation of teaching strategies founded on educational research in active learning and brain-based teaching methods.

In 2005-2006 the school doubled its growth targets as measured by the Academic Performance Index. During that school year, differentiated and sheltered instruction was added to the research based staff development topics framing practices in the classroom. 2005-2006 API Growth Report shows all numerically significant sub-groups, (Hispanic/Latino, Socio-economically Disadvantaged and English Learners) exceeded growth targets, suggesting that the school wide instructional frameworks (active learning, brain based teaching/learning, differentiated instruction) help promote student achievement among all students. The state defines a numerically significant subgroup as one which makes up at least 15 percent of the school population.

Although GDPS/ODLHACHS’s 2006-2007 API score dropped slightly to 662, it remains over 100 points higher than Garfield High (553 API) and Roosevelt High (557 API) scores. In addition GDPS/ODLHACHS still continues to maintain a 5 out of 10 statewide ranking and a 10 out of 10 similar schools ranking. Garfield and Roosevelt received 3 and 4 out of 10 similar schools rankings respectively last year and a 1 out of 10 statewide ranking. Both schools are in their 5<sup>th</sup> year of Program Improvement as measured by federal standards for Annual Yearly Progress.

GDPS/ODLHACHS has also met its AYP in 2004, 2006 and 2007 whereas Garfield High and Roosevelt have not. GDPS/ODLHACHS missed its AYP in 2005 due to lower math scores in the English Language Learner population. Since then, the school has increased its emphasis in math and successfully brought up the proficiency to meet AYP in the last two years.

## **IS THE SCHOOL A VIABLE AND EFFECTIVE ORGANIZATION?**

### ***A. Has the school shown effective site-level leadership?***

GDPS/ODLHACHS has a clearly stated vision that is shared by students, teachers, and parents. This vision is widely shared by our staff, students, and parents as seen in our annual stakeholder feedback survey. GDPS/ODLHACHS's efforts to promote and disseminate the vision are based on research that shows the importance of community and family involvement in student success. The vision of preparing students for success in college and the rigorous A-G curriculum that all students are required to take shows that GDPS/ODLHACHS and Green Dot believe all students can achieve at high levels.

The mission and vision are further defined by the expected school-wide learning results, which are posted in each classroom and printed in the student handbook, along with the core values. These expected results were developed in collaboration between teachers, parents, and administration. Research articles and discussions among staff, parents, and teachers illuminate the fact that the expectations and school program are necessary and support the economic, social, and political needs of our students and the community at large.

Almost all decisions and initiation of activities are based on student achievement data. Departments set goals based on CST and grade data. The English and Math departments have begun using ALS (Action Learning Systems) benchmark tests to analyze student achievement throughout the year and make instructional decisions accordingly.

The school leadership and staff annually review results of CST and grades at the summer staff retreat. The leadership also regularly monitors what is happening in the classrooms through regular classroom observations. These observations are done by the administration, and also by department chairs. All classroom teachers also have the opportunity to observe other teachers and see how they are meeting student needs based on data. The administration values these observations enough to provide subs for teachers to conduct these observations. Furthermore, the ALS benchmark tests are administered throughout the year to allow continual monitoring of student progress. Expected school wide learning results are thereby monitored through classroom observation, testing data, grades, and behavioral data.

The Parent Teacher Organization (PTO) meetings are a collaborative effort to ensure parents are involved in the educational process. Administration, teachers, counselor, and parents attend the meetings. All stakeholders have input in creating the meeting topics. Meetings occur on the 3<sup>rd</sup> Wednesday of every month. The principal meets with the PTO board one week in advance to set the agenda. All parents are welcome to attend with an average of 30-40 parents attending on a regular basis. Topics of discussion are then used to inform instruction, school policies, and relationships with parents and community members. Parents receive information on how to academically, socially, and emotionally support their teens. Examples of topics: computer classes, parenting course with Planned Parenthood, at-risk behavior, homework help, Internet safety, fundraising.

Due to recent student and teacher feedback and data analysis of grades, the PTO partnered with the school to create parent trainings that teach strategies parents can use to support good study habits, organization, and extend learning at home. In addition, a group of parents are learning what teaching and learning should look like in the classroom and they will eventually observe classes and share the information with other parents. Their goal is to help parents have more meaningful and educated conversations with their children about what is happens at school.

***B. Has the school shown effective leadership at the Board of Directors Level?***

As seen in the charter and the Green Dot Core Values, the governing board clearly has policies and bylaws that are aligned with the school's purpose and support achievement within the school. The Charter lays out the purpose and organization of the school. Green Dot believes that all students can learn and should be academically prepared for college. Green Dot also believes in the participation of all stakeholders and this is seen in the charter that allows the local school and its local governing board to set the policies and practices at the school. This desire to see all stakeholders participate is seen in the fact that Green Dot extensively surveys all stakeholders annually.

The governing board (Green Dot) delegates almost all of the implementation of these policies to the professional staff through the Principal. Green Dot establishes core values and recommended practices such as data-driven decision making and promoting reflection among staff and students. These values and practices are communicated to the principals and assistant principals who are responsible for communicating these to the teaching staff. These practices are also disseminated directly to the teaching staff through the Green Dot Intranet. The principal, assistant principal and teachers jointly determine how to implement these values and practices in the school. The principals are also responsible for making sure that they are basing their decisions on the state standards and current data and research, in accordance with Green Dot's core values

Within the school, a governing council was recently formed and consists of administrators, counselor and educational specialist, department chairs, PTO representatives, and student representatives. This council is responsible for setting the school policies and recommended practices, which are based on the Green Dot core values. This governing council then communicates these policies and expectations to the teaching staff, who are ultimately responsible for implementing these practices in the classroom. An Instructional Leadership Team made of all department chairs work to address implementation and evaluation of instructional programs, policies, and strategies at the school.

***C. Has the school shown sound operational performance?***

The school is making good use of all the available resources. The school directs its budget heavily towards the school site and this is further directed toward student learning through effective, well-utilized learning environments and hiring and developing a highly-qualified staff. At the beginning of each year, the entire staff conducts a walkthrough of each classroom to ensure that each classroom is well organized. The hiring process includes each teacher going through separate interviews with teachers, administration, and even students, as well as

teaching an example lesson to a class of students. These hiring procedures are spelled out in the union contract. This leads to students accomplishing the academic standards and meeting the expected school wide learning results.

For the school site, GDPS/ODLHACHS has a budget which is reviewed by school leadership which maintains that the school operates within that budget. The Green Dot Home Office provides back office support for accounting and monitoring of budgets and expenditures.

Budgets are approved by the Green Dot Board and shared with principals at the beginning of each school year.. Teachers and staff are made aware of funds available for professional development, teacher stipends, instructional materials and supplies, and overtime. Staff input is gathered regarding how these moneys are to be spent with student achievement data, the mission and expected school wide learning results being the filter through which financial decisions are made.

For purchases all requisitions must be authorized by the principal. This purchase requisition is then sent to Green Dot's finance and accounting department for authorization and processing. Any requisition of \$10,000 or greater requires two signatures including one from the Chief Executive Officer or President of Green Dot Public Schools. This process ensures strong internal controls as teachers and school site staff must get purchases approved by the Principal and the Principal must get purchases approved by the finance and accounting department at Green Dot. Having visibility into the purchases also enables Green Dot and the school leadership to ensure that we are not placing orders for goods or services than we can't afford.

Based upon continuous feedback from parents, students, and teachers GDPS/ODLHACHS has established a school culture characterized by trust, professionalism, and high expectations for all students. This feedback is provided via surveys, observation reports and personal conversations. There is a high level of teacher retention and among the school staff there is an open and respectful atmosphere and an attitude of placing school as top priority. All students wear uniforms and teachers are professionally dressed. Students are courteous and demonstrate proper etiquette a majority of the time.

Log entries are short entries written by teachers in Power School to maintain a record of student behavior, good and bad. The suspension rate from 2004-2006 is very low. Males are more prone to being suspended. A recent run of a Discipline Summary Report from our student information system revealed that males also have the most behavioral log entries. However the majority of all entries were minor dress code infractions. Very few log entries commend students for good behavior and academic performance.

The school's charter clearly outlines a plan for The Health and Safety of Pupils. In addition, the counselor along with administration devised a crisis plan in 2005-06 that deals with specific incidents that could occur on campus (ex—suicide, shooting, fights, natural disaster, grief, etc.) The evacuation and emergency procedures are aligned with the World Trade Center building emergency plans as GDPS/ODLHACHS shares space with numerous tenants. Safety drills coordinated by the property managers occurs twice a year. In addition the facility is monitored

by professional building security 24 hours a day and security cameras line hallways and some building exteriors.

The teacher professional observation/evaluation plan (APAP) teacher and administrator review of teaching practices, mutual goal setting and a formal observation twice per year with feedback. The teacher growth goals are reviewed with an administrator and a plan is developed to follow through with the goals. The administration follows up with classroom observations and then a second meeting is arranged to discuss those findings. The school uses these reports to maintain high, professional standards among teachers. In addition, departments and grade level teams observe one another and provide professional feedback and support as needed. Teachers are given opportunities during professional development at the start of each year to set professional/staff norms and expectations that the faculty holds one another accountable for.

***D. Has the school complied with all applicable provisions of the law, the LAUSD charter school policy and its charter?***

***E. Has the school received positive reports from the Charter Schools Division annual visits and comprehensive site reviews?***

Numerous visits and comments by representatives of the LAUSD Charter Schools Office, the Los Angeles Mayors Office, the Wasserman Foundation, and teachers and administrators of other schools validate the well held perception that GDPS/ODLHACHS maintains a positive and student centered learning environment that is good for kids. Consistent with that is a clean a pleasing learning environment with community flyer and announcements, motivational posters, student work, and discipline specific posters in hallways and classrooms.

### **IS THE SCHOOL FISCALLY SOUND?**

***A. Has the school received clean fiscal audits during its charter term?***

***B. Has the school received positive reports from the Charter Schools Division annual visits and comprehensive site reviews?***

***C. Has the school consistently engaged in generally acceptable accounting practices during its charter term?***

Green Dot Public Schools utilizes the acumen, experience, and economies of scale it has gained through opening and operating 11 other charter high schools to serve as GDPS/ODLHACHS's schools service provider for all finance and accounting functions. Green Dot Public Schools provides a centralized financial management and accounting department that serves all of its schools, including GDPS/ODLHACHS. The main purpose of this department is to: 1) Ensure that the financial position of each of Green Dot's schools is adequately and accurately reported on a periodic basis, 2) The processes that govern financial transactions are efficient, prudent, and documented, 3) the assets entrusted to Green Dot's schools are safeguarded, and 4) the school remains fiscally solvent and continues operations without interruptions. To this end Green Dot has established documented policies and procedures and a set of internal controls that ensures that financial transactions are carried out on a consistent and accurate basis.

In accordance with its accounting and financial management model Green Dot Public Schools utilizes the accrual basis of accounting for our school. In accordance with Generally Accepted

Accounting Principles (“GAAP”) revenues and expenses are recognized in the period in which they are earned/incurred. In addition, annual accrual-based budgets are developed by the financial management office of Green Dot for use in tracking the school site financial condition at the school. Further the accounting records of GDPS/ODLHACHS are closed on a monthly basis with all general ledger accounts being reconciled after the necessary accruals. A monthly standardized financial reporting package including the Statement of Financial Position, and the Statement of Changes in Net Assets including budget to actual comparisons is developed by the Green Dot financial management office and provided to school administration, the President, CEO, and Board of Directors of Green Dot acting as the governing entity for review and discussion. The monthly reports compare actual spending to budgets to monitor our spending and ensure that the school is operating within its means.

In addition to the internal procedures above Green Dot ensures that each of its schools, including GDPS/ODLHACHS, conduct annually a full-scope audit by a qualified independent public accountant in accordance with GAAP. In the selection process of these independent public accountants Green Dot ensures that the audits will also be conducted in accordance with the standards of the American Institute of Certified Public Accountants (“AICPA”) as promulgated in the AICPA Audit and Accounting Guides Health Care Organizations, Not-for-Profit Organizations, and Audits of State and Local Governmental Units, OMB Circular A-100, OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. In accordance with AICPA standards, any and all material unadjusted differences will be presented to Green Dot’s Board of Directors acting as the governing entity for GDPS/ODLHACHS. Audit reports are issued to all relevant chartering and funding agencies as required by law.

As evidenced in GDPS/ODLHACHS’s most recent audited financials, the school is fiscally solvent and operating effectively.

## **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.

## **FINANCIAL AND ATTENDANCE REPORTS**

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

1. Provisional Budget – Spring prior to operating fiscal year
2. Final Budget – July of budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – July following the end of the fiscal year
6. Audited Actuals – November following the end of the fiscal year
7. Classification Report – Monthly the Monday after close of the last day of the school month
8. Statistical Report – Monthly the Friday after the last day of the school month:

In addition:

- a. P1, first week of January
  - b. P2, first week of April
  - c. September – attendance report up to the fourth week prior to norm day submitted
9. Bell Schedule – annually by November
  10. Other reports as requested

**WASC SELF-STUDY**

See attached.