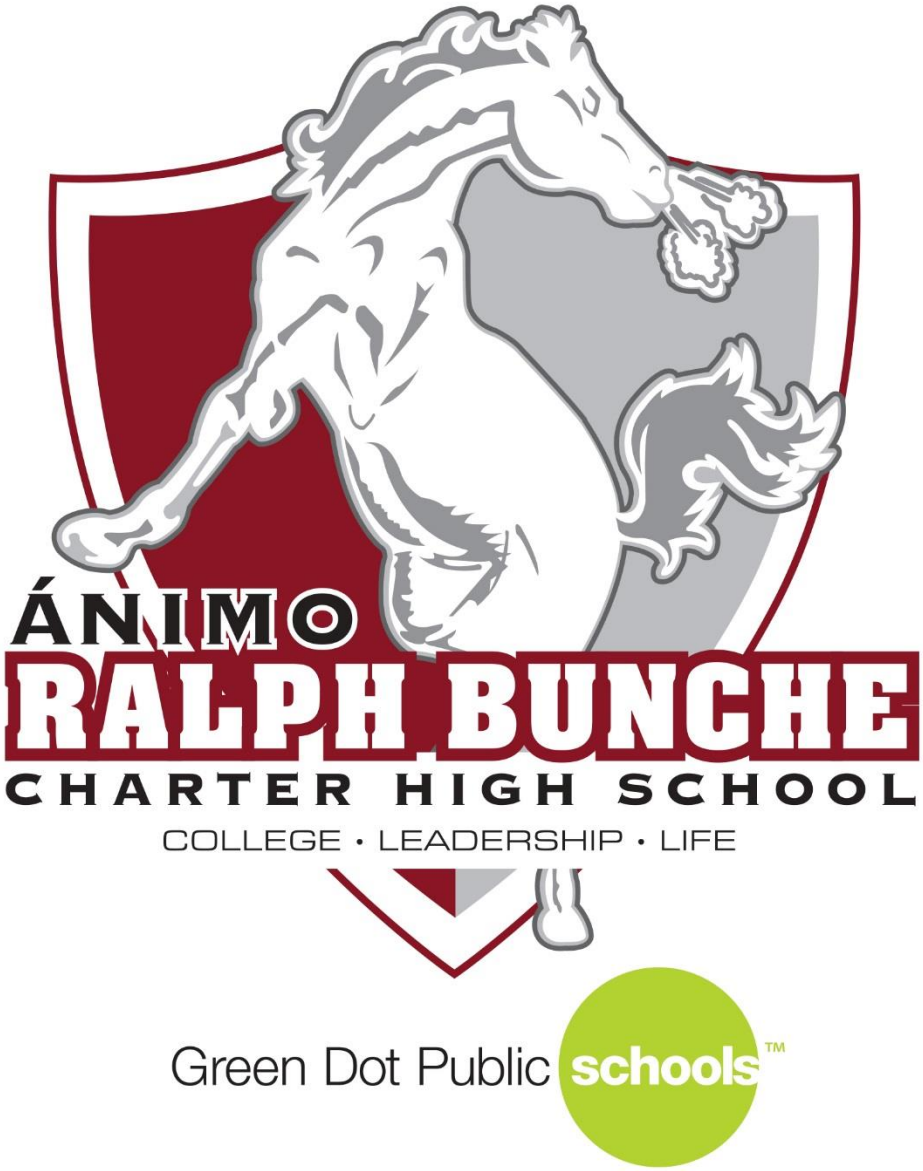
Ánimo Ralph Bunche Charter High School

A California Public Charter School



Green Dot Public schools™

Request for Five-Year Renewal Term
July 1, 2016 to June 30, 2021

Submitted to the Board of Education of the
Los Angeles Unified School District
August 20, 2015

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Assurances and Affirmations

Ánimo Ralph Bunche Charter High School (also referred to herein as "Ánimo Ralph Bunche" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

Element 1: The Educational Program

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

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

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

GENERAL INFORMATION	
• The contact person for Charter School is:	Nancy Padilla-Flores
• The contact address for Charter School is:	1655 E. 27th Street, Suite B Los Angeles, CA 90011
• The contact phone number for Charter School is:	(323) 232-9436
• The address of Charter School is:	1655 E. 27th Street, Suite B Los Angeles, CA 90011
• This location is in LAUSD Board District:	5
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	9-12
• The number of students in Year 1 of the renewal term will be:	625
• The grade level(s) of the students in the first year will be:	9-12
• The scheduled opening date of the academic school year after charter renewal is:	July 1, 2016
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	625
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	See Element 1, "Sample Bell Schedule (Daily Schedule)" on page 67
• The term of this charter shall be from:	July 1, 2016 to June 30, 2021

Strategy for Transforming Los Angeles Secondary Public Education
Green Dot Public Schools California ("Green Dot"), a non-profit charter management organization, is leading the charge to help transform public education so all students graduate prepared for college,

leadership and life. Green Dot's efforts are helping to implement a small schools model for all schools, and are raising the public's awareness around the need for high quality, small public middle schools and high schools.

Green Dot currently operates 20 successful charter schools, serving nearly 10,500 students, in some of the highest-need areas of Los Angeles. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice.

Ánimo Ralph Bunche Charter Academy ("Ánimo Ralph Bunche" or "Charter School" or "School") is a charter high school opened by Green Dot in 2011. Since its opening, the school has existed to meet the specific needs of the students and community it serves. Ánimo Ralph Bunche provides students in South Los Angeles with an alternative choice for their high school public education.

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

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

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

Green Dot's Theory of Change
- Firm Commitment to Serve All Students
- Highly Effective Teachers
- Strong School Leaders
- Culture of Transparency, Performance & Accountability

Green Dot's Academic Model
- Ensuring Quality Teaching and Instruction
- Cultivating a College-going Culture
- Eliminating Barriers to Learning
- Promoting Leadership and Life Skills.

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

Graduation and College Acceptance

Green Dot schools have produced outstanding results: 89% of our graduating seniors were accepted into two-or four-year colleges. The graduation rates from most of our schools significantly outpace those of the schools where our students would have previously attended.

Working with Teachers Union to Drive Change

As part of a comprehensive strategy to drive change and to attract and retain high quality teachers, Green Dot has developed a uniquely collaborative relationship with its certificated employee union. Teachers at Green Dot's schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA). Green Dot management and the Asociación signed a two-year contract that is a clear example of union reform. Key reforms written into the contract and agreed to by the union were: no tenure, teacher performance evaluations, professional work days (no defined minutes) and just cause for discipline. Green Dot management has reached an agreement with the Ánimo Classified Employees Association (ACEA), a CTA affiliate that is the collective bargaining unit of classified school staff.

Community Need for Charter School

Academic Performance Data and Other Performance Indicators

Based on its record of performance, Ánimo Ralph Bunche has successfully implemented its educational program which is evidenced most clearly by its student growth and achievement. Ánimo Ralph Bunche, which opened in the fall of 2006, far surpasses its neighboring schools in Growth API scores, Statewide ranking, and Similar Schools ranking. Ánimo Ralph Bunche's most recent Growth API was 712, which, as seen in the table below, is far above the surrounding schools' API scores which range from 601 to 647. Furthermore, in the 2012-2013 school year, Ánimo Ralph Bunche's Similar Schools Ranking (6 out of 10) surpasses its surrounding schools, such as Thomas Jefferson Senior High School and Manual Arts Senior High School in this category as well, as seen by the Surrounding Schools table below.[1]

Ánimo Ralph Bunche has a focus on data–driven instruction. The staff engages in targeted analysis of subgroup data of students' academic achievement data including CAHSEE, standardized state tests, and internal Green Dot common assessments. A focus on data analysis prepared teachers to adjust instruction, provide targeted remediation and re-teaching, and offer additional supports to students in need including EL and SPED subgroups. In 2014-15, Green Dot added an EL Coordinator to their Education Team. The EL Coordinator has been tasked with increasing supports for EL student across the organization including professional development modules, resources and support with targeted data analysis to address areas of need.

Ánimo Ralph Bunche witnessed continuous growth in both English Language Arts (ELA) and Math. As evidenced by the results of the 10th grade California High School Exit Exam (CAHSEE) results, students are excelling in both subject areas. In the 2014-2015 school year, 82.2% and 89.9% of students passed the ELA and Math exams, respectively. Furthermore, 49.0% and 58.5% of 10th grade students received Proficient scores on the CAHSEE exam. Additionally, subgroup performance reveals the following pass rates:

	ELA (pass rates)	**Math (pass rates)**
Latinos	87%	91%
English Learners	45%	70%

[1] Based on API information available on California of Department of Education DataQuest. For additional information, please visit: http://data1.cde.ca.gov/dataquest/.

This achievement in literacy is further supported by Ánimo Ralph Bunche's Scholastic Reading Inventory (SRI) results, which showed that 63% of students met or exceeded their growth goal.[2] Furthermore, after four years at Animo Ralph Bunche, the percent of students scoring Proficient or Advanced in the 2014-2015 cohort jumped from 5% in the 2011-2012 school year to 22% in the 2014-2015 school year.

Internal data on the Green Dot Common Assessment Program reveals that students are demonstrating progress on Common Core aligned assessments. Since each assessment exam covered different standards, results varied from exam to exam. Taken together, however, Ánimo Ralph Bunche 26% of students scored meeting or exceeding standards in ELA and 43% of students scored meeting or exceeding standards in Math. A subgroup analysis of the assessments results revealed early signs of success with the following students meeting or exceed standards:

	ELA (% meeting or exceeding)	**Math (% meeting or exceeding)**
African-American Students	21%	22%
Latino Students	26%	43%
Students with Disabilities	9%	20%
English Learners	4%	22%

Additionally, Ánimo Ralph Bunche has also proven its ability to improve student performance per LAUSD's Annual Performance-Based Oversight Visit reports. Ánimo Ralph Bunche received the following scores on its 2014-2015 LAUSD Annual Performance-Based Oversight Visit report: an Accomplished rating in Fiscal Operations and Proficient rating in Governance and Organizational Management and Operations. Although Ánimo Ralph Bunche received a Developing in Student Achievement, the school received an Accomplished in its ability to reclassify English Learners to Fully English Proficient and Proficient in its progress towards closing the achievement gap as measured by the school's internal assessment program, the Green Dot Common Assessment Program (GD CAP), and recognized by the district, per the 2014-2015 LAUSD Annual Performance-Based Oversight Visit report. These district-based evaluations further demonstrate Ánimo Ralph Bunche's ability to serve the student population in South Los Angeles and the surrounding area.

Lastly, in an effort to further enhance students' abilities to succeed in college, leadership and life, Ánimo Ralph Bunche partners with arc, an after-school program provider. This allows students and families to explore their interests, improve their college-readiness, and engage intellectually and socially beyond the school day.[3]

School Accomplishments

- Ánimo Ralph Bunche's 2013 Growth API (712) is significantly higher than neighboring schools, as detailed in the Surrounding Schools table below.
- Ánimo Ralph Bunche's graduation rate, which was 94% in the 2013-2014 school year, has steadily increased since it graduated its first cohort in the spring of 2010.[4] Additionally, Animo Ralph Bunche's cohort graduation rate was 83% in 2013-2014 school year.
- Ánimo Ralph Bunche is a Western Association of Schools and Colleges (WASC) accredited school.[5]

[2] Based on Scholastic Reading Inventory Program. For additional information, please visit: http://teacher.scholastic.com/products/sam/.
[3] For additional information, please visit: http://arc-experience.com/.
[4] Graduation rate was calculated using registers from the end of the 2013-2014 school year. Alternatively, per Dataquest, 83% of seniors enrolled in the beginning of the 2013-2014 school year graduated from Ánimo Ralph Bunche in the 2013-2014 school year.
[5] Animo Ralph Bunche's current WASC accreditation will expire on June 30, 2017.

- As a result of Green Dot's updated approach to discipline and student interventions, Ánimo Ralph Bunche has cut its out-of-school suspension rate in half over the past few years, bringing it from 9% in the 2011-2012 school year to 4% in the 2014-2015 school year.
- Ánimo Ralph Bunche had a high average daily attendance rate in the 2014-2015 school year of 97%.
- Over the past three years, Ánimo Ralph Bunche has successfully re-designated roughly 19.7% of its English Learners to Fully English Proficient. This is approximately 5 percentage points higher than the district's three-year average (14.7%).
- As reported in our bi-annual stakeholder feedback survey in the 2014-2015 school year, 98% of parents and guardians would recommend Ánimo Ralph Bunche to a friend, signifying a strong sense of connectedness to the school.

Success of the Innovative Features of the Educational Program

Ánimo Ralph Bunche provides students and parents with a small school environment, personalized approach to learning, and rigorous curriculum. The Charter School's focus on quality teaching and curriculum is demonstrated by the staff's implementation of the College-Ready Teaching Framework, intensive professional development on Green Dot's academic model and Signature Strategies, and adoption of the Green Dot Common Assessment Program in all core subjects (i.e., Common Core-aligned unit assessments) to measure student mastery and drive instructional decisions. In addition, there is a college-going culture on the campus that permeates all aspects of the Charter School.

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

Ánimo Ralph Bunche's educational program successfully meets the needs of its diverse student population. Examples of theses supports include:

- Implementation of all three tiers of the Multi-Tier System of Supports in Literacy, Math, English Language Development and Special Education
- Intensive interventions for students requiring additional enrichment and support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- An Advisory program for all students to prepare them with the tools and behaviors to succeed in college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance
- Integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- Proactive and positive student behavior management, including various alternatives to suspension
- Opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- Ánimo Ralph Bunche offers a sheltered program for English Language Learners. Sheltered courses cover the same standards, concepts, and skills addressed in the general ELA curriculum, but provide accommodations and meaningful access through key strategies and instructional routines. This allows students to acquire content knowledge while developing academic English language skills.
- Ánimo Ralph Bunche offers special education services for students with disabilities. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

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

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

Ánimo Ralph Bunche is committed to improving its A-G graduation rate, which was 43% in the 2013-2014 school year. While Ánimo Ralph Bunche's A-G graduation rate was on par with the state and county's A-G graduation rate, the school is committed to increasing the number of students who complete their A-G course requirements.[6] Furthermore, the school will continue to work with all students to progress monitor towards graduation beginning in the 9th grade. Counselors will do intensive work with 11th and 12th graders to ensure credit recovery options are available and students are on track.

Surrounding Schools Demographic and Performance Data for 2014-2015

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: Ánimo Ralph Bunche - 1655 E 27th St., Los Angeles, CA 90011														
LAUSD Schools	# of Students 2013-14	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Latino	% Black	% White	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)[7]
Thomas Jefferson Senior High School	1,145	88.6%	13.5%	33.4%	91.3%	8.4%	0.1%	601	Yes	No	573	1	3	Watch
Manual Arts Senior High School	1,539	92.3%	13.0%	29.5%	80.1%	19.1%	0.4%	627	Yes	No	592	1	5	Focus
Huntington Park High School	2,020	88.2%	11.9%	22.3%	98.8%	0.6%	0.2%	673	Yes	No	636	2	6	Watch
West Adams Preparatory Senior High School	1,695	94.9%	13.3%	29.2%	92.6%	6.2%	0.2%	647	Yes	No	637	1	6	Watch
Charter Schools														
Ánimo Ralph Bunche	620	98.2%	8.5%	24.2%	99.0%	0.5%	0.0%	712	Yes	Yes	701	3	6	Service & Support
View Park Preparatory	622	75.0%	8.7%	0.5%	2.3%	96.6%	0.0%	690	No	No	698	2	9	Service & Support

[6] According to Dataquest, California's and Los Angeles County's A-G graduation rates in the 2013-2014 school year were 41.9% and 42.4%, respectively.

[7] Data as of July 1, 2015. Additional information is available at: http://schoolinfosheet.lausd.net/budgetreports/schperfreports.jsp.

Accelerated Charter High School														
Synergy Quantum Academy	594	96.0%	9.4%	24.2%	96.8%	3.0%	0.0%	731	Yes	Yes	N/A	4	7	N/A[8]
Alliance Dr. Olga Mohan High	456	97.1%	6.1%	12.9%	98.5%	1.3%	0.0%	895	Yes	Yes	891	10	10	Excelling

Data Sources: CDE SARC reports including SY13-14 School Enrollment (# of students, % major ethnicity), SY13-14 Free & Reduced Meals Program (% Students Eligible for Free/Reduced Lunch), SY13-14 English Learners (% of English Learners) and SY13-14 Special Education (% of Special Ed. Students). CDE Dataquest reports including 2013 Growth API (Growth API, API state/similar school rank, met school-wide/subgroup target). Enrollment and demographic information for Ánimo Ralph Bunche is from Green Dot's internal student information system as October 1, 2014.

Student Population to be Served

Ánimo Ralph Bunche shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1). While open to all students, Ánimo Ralph Bunche will make a substantial effort to recruit underserved, low-income students in the South Los Angeles community that would typically attend Thomas Jefferson Senior High School, Manual Arts Senior High School, Huntington Park High School or West Adams Preparatory Senior High School. Please see Element 7 for more information on how Ánimo Ralph Bunche will attract students from these neighborhoods. The table above shows the demographic and achievement data for Ánimo Ralph Bunche's target student population.

Enrollment

Ánimo Ralph Bunche serves students in grades nine through twelve. Starting in the 2016-2017 school year, the school will matriculate approximately 155 ninth grade students each year. At enrollment capacity, Ánimo Ralph Bunche will approximately serve 625 students. The table below shows Ánimo Ralph Bunche's projected five-year enrollment.

Projected Five-Year Student Enrollment

Grade	Year 1: 2016-2017	Year 2: 2017-2018	Year 3: 2018-2019	Year 4: 2019-2020	Year 5: 2020-2021
9	155-160	155-160	155-160	155-160	155-160
10	155-160	155-160	155-160	155-160	155-160
11	155-160	155-160	155-160	155-160	155-160
12	155-160	155-160	155-160	155-160	155-160
Total	**625**	**625**	**625**	**625**	**625**

Goals & Philosophy

Mission Statement

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

[8] 2013-2014 School Performance Framework was not available for Synergy Quantum Academy.

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

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

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

The Ánimo Student (A Description of What it Means to be an "Educated Person" in the 21st Century)
Ánimo Ralph Bunche students are "agents of change," individuals who will positively impact our communities. Ánimo Ralph Bunche students will be confident, disciplined, successful, proactive leaders who will excel in high school, college and beyond. Green Dot has identified four goals that describe what it means to be an "agent of change" and an educated person in the 21st century.

Goal #1: Ánimo Ralph Bunche Students will be College-Directed Learners • Able to think critically and analytically to understand complex concepts across the curriculum • Meeting A-G requirements and prepared for college • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways	**Goal #2: Ánimo Ralph Bunche Students will be Cultural Learners** • Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
Goal #3: Ánimo Ralph Bunche Students will be Innovative Leaders • Able to model ethical behavior through involvement in school functions, clubs and committees • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process	**Goal #4: Ánimo Ralph Bunche Students will be Life-Long Learners** • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology, including emerging technologies • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

Means to Achieve Mission and Vision (How Learning Best Occurs)
Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the school. To ensure that students will receive the personalized attention they need, Ánimo Ralph Bunche and all schools that Green Dot opens/operates will be based on the core values, theory of change and academic model that Green Dot has developed over the past fourteen years.

Green Dot's Core Values
The following core values guide the philosophical core of each and every Green Dot school:

- **An Unwavering Belief in all Students' Potential**: All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
  - Key practices:
    - Provide special intervention courses based on specific needs of student population
    - Provide tiered support for all students through our Response to Intervention model
    - Invest in Clinical Services to support retention and success of troubled students
    - Provide enrichment courses for high achieving and gifted students
- **Passion for Excellence**: Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
  - Key practices:
    - Use technology and assessment platforms to give teachers and principals real-time access to data
    - Focus on Key Results: Administrators regularly review student performance data with peers and supervisors, and receive feedback on strengths and areas of improvement
    - Structure peer observations among teachers and maintain open door policy
- **Personal Responsibility**: Take responsibility and initiative in our lives and encourage accountability for our actions.
  - Key practices:
    - Demonstrate personal integrity and high individual accountability
- **Respect for Others and the Community**: Respect others in our daily interactions and be positive impacts on our communities.
  - Key practices:
    - Foster collaboration with others
    - Promote a positive school culture
    - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
    - Cultivate the school's mission, vision and core values
    - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process**: Young adults will receive the best educations when all stakeholders participate in the education process.
  - Key practices:
    - Provide opportunities for stakeholders to participate in the School Advisory Council
    - Host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness
    - Ongoing satisfaction surveys to assess stakeholders opinions and areas of improvement for the school

Green Dot's Theory of Change:

- **Firm Commitment to Serve All Students**: Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Approximately 99% of current Green Dot students are African-American or Latino and more than 93% qualify for FRL. Green Dot is also committed to serving high-needs students with 18% EL and 12% special education student populations at our schools. Moreover, all Green Dot schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.
- **Highly Effective Teachers**: Green Dot has collaborated with The College-Ready Promise ("TCRP"), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher).
- **Strong School Leaders**: In addition to the individual coaching and professional development that Green Dot principals and assistant principals receive, the organization has also made a large investment to develop an Administrator-in-Residence ("AIR") program in which candidates are selected to participate in an intensive 12-month, multiple school-site administrator training program. The AIR program trains Residents on Green Dot's transformation model and builds a pipeline of school leaders with the skills and experience to turnaround chronically failing schools. These Residents will then be placed as school leaders in future Green Dot schools.
- **Culture of Transparency, Performance & Accountability**: Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Administrators and school staff members are able to view assessment results in Green Dot's data systems and generate customizable reports with school-level, department-level, and teacher-level data. Staff also use Green Dot's knowledge-sharing platform (Connect) to access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on Bloomboard. Students and parents will have access to the web-based, student information system PowerSchool where they can access student grades, test scores and attendance.

Green Dot's Academic Model

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

1. **Ensuring Quality Teaching & Instruction**: Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of the TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") – a rubric that defines the core competencies expected of all

Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.

2. **Cultivating a College-going Culture**: Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisor and offering college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.
3. **Eliminating Barriers to Learning**: Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Response to Intervention Model by appropriately providing intervention in literacy, math, English Language Development and Special Education. Green Dot schools offer an Advisory program that academic guidance, school culture & safety; college and career; and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
4. **Promoting Leadership & Life Skills**: Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal's Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

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

Expected School Wide Learning Results (ESLRs), designed in accordance with the WASC Focus on Learning Guide, embody the goals and high expectations that are maintained for Green Dot students. ESLRs for Ánimo Ralph Bunche include:

<u>Ánimo graduates will be Socially Responsible Citizens who:</u>

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

<u>Ánimo graduates will be Effective Communicators who:</u>

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

Ánimo graduates will be Academic Achievers who:

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

Ánimo graduates will be Critical Thinkers who:

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

Ánimo graduates will be Life-long Learners who:

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

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

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

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

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

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

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

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

- **Planning and Preparation**: Based on Essential Elements of Effective Instruction by Madeline Hunter.
  - Madeline Hunter developed the teacher "decision-making model" for planning instruction known as Instructional Theory in Practice ("ITIP"). This approach to teaching uses Direct Instruction ("DI") as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning**: Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
  - The emphasis of Understanding by Design ("UbD") is on "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment.
  - Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Strategies**: Based on Teach Like a Champion by Doug Lemov.
  - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled "Instructional Design, Methods and Strategies."
- **Classroom Environment**: Based on "Safe and Civil Schools" by Randy Sprick.
  - Safe & Civil provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Safe & Civil program administrators to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.
- **Culturally Responsive Pedagogy**
  - Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. Green Dot's Education team is currently analyzing the works of experts in the education field including, Gloria Ladson-Billings, Professor of Urban Education at the University of Wisconsin, Geneva Gay, Professor of Education, University of Washington-Seattle, Sonia Nieto – Professor Emirita of Language, Literature & Culture, University of Massachusetts, Jacqueline Jordan-Irvine, Professor of Urban Education, Emory University and Tyrone Howard – Professor of Urban Education, UCLA to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices.

Ánimo Ralph Bunche students take courses that are college-preparatory, aligned with the Common Core State Standards ("CCSS") and CA State standards, and meet UC/CSU A-G requirements. Currently, CCSS has been implemented in ELA and Math courses, and Science and History have implemented the Literacy in History/Social Studies, Science and Technical Subjects CCSS. All students are required to earn 240 credits to graduate. Ánimo College Preparatory's graduation requirements comply with

applicable California law and emphasize, but are not limited to, the traditional subjects of Math, Science, English, History and Foreign Language. These subjects are presented in ways that make them more responsive to the backgrounds and lives of our students. In addition to core subjects, Ánimo Ralph Bunche also offers a variety of electives to provide opportunities for students to meet the A-G requirements, including Visual and performing Arts and Foreign Language.

Because Green Dot's educational program emphasizes regular assessments and the use of data to increase student achievement, our pacing plans (which prepare for our internal unit assessments) guide and define the scope and sequence of the curriculum taught in our schools with regard to the four core subject areas identified by California's State Board of Education. Beginning in 2014-2015, Green Dot schools implemented the Green Dot Common Assessment Program, which includes common unit assessments in ELA, Math, Science and History. These assessments are CCSS-aligned and are designed by Green Dot curriculum specialists. Teachers provide feedback on the assessments and input towards recommended changes in collaboration with the Curriculum team.

Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student Policy Manual and meetings with counselors. Every transfer student participates in an intake meeting which includes a review of his or her transcript and tracking towards graduation. Every exiting student also receives a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the school's master schedule is informed by student needs to ensure sufficient intervention opportunities are available for the student population.

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

Outline of Ánimo Ralph Bunche Curriculum

9th Grade	10th Grade	11th Grade	12th Grade
• English* • Algebra I* • Physics* • Math Support / Geometry* • Physical Education† • Composition / Read 180† • Curriculum Skills†	• English* • Geometry* / Integrated Math • Biology* • World History* / AP World History* • Spanish I* or Native Speakers I* • Art* • CAHSEE Prep†	• American Literature* / AP Literature* • Algebra II* / Trigonometry* / Pre-calculus* • Chemistry* • U.S. History* / AP U.S. History* • Spanish II* or Native Speakers II* • Geometry* / Algebra II* / Trigonometry* / Pre-calculus* • SAT Prep†	• World Literature* / AP Language* • Trigonometry* / Pre-calculus* / Calculus* • Anatomy and Physiology* / AP Chemistry* • Government* / Economics* • Drama* • English Reading and Writing Course (ERWC)* / Journalism† • Career and College Readiness†

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

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

Green Dot High School Curriculum

History/Social Science

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

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

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

UC APPROVED (uca, a, cg)

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

WORLD GEOGRAPHY A – 3088
WORLD GEOGRAPHY B – 3089

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

NOT UC APPROVED (g)
This course is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations.

WORLD HISTORY A – 3003
WORLD HISTORY B – 3004

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

US HISTORY A – 3007
US HISTORY B – 3008

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

US GOVERNMENT A – 3021
US GOVERNMENT B – 3016

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

ETHNIC STUDIES A – 3013
ETHNIC STUDIES B – 3014

UC APPROVED (uca, a, cg)
This is a year long course that is designed to teach students about different ethnic and cultural groups in the United States. Students will learn about the history, culture, contributions of some of the major ethnic groups in the United States. They will study in depth the national origins of the various ethnic groups, the reasons these groups immigrated to the United States, and the barriers they have had to overcome. They will also examine the opportunities and contributions these groups have made, as well as the current status of these groups in American society. The goal of this class is to provide students with a better understanding of diversity in American culture and society, and to prepare them to contribute in a

culturally diverse world. .Ethnic Studies is designed to give students an introduction to various cultural issues. Students will learn about the history of US communities, social theory about social environments, policy analysis, and social inequality. Ethnic Studies is a combination of literature, art, history, economics, government, sociology, and philosophy and the course is designed to explain how societies work. The students will look at cultural issues that negatively impact communities: violence, gangs, the drug trade, poverty. Students will understand how the design and history of a community shapes its future. Students will learn how immigration can transform a community and make it a more diverse and colorful place to live. Students will analyze environmental issues, such as pollution, recycling and conservation and also explore diverse cultures, fashion, art, poetry, music, and film.

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

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

US HISTORY HONORS A – 3090
US HISTORY HONORS B – 3091

UC APPROVED (uca, a, cg)
Students will gain the thinking, reading, writing, listening and speaking skills to process and use the course information critically in their daily actions as future voters and civic participants in the United States. They will interact with information from class lectures, primary sources, secondary sources, song lyrics, movies, photographs and political cartoons and develop their own opinions about the merit of each author's conclusions. Looking at each phase of American history, they will explore the ways in which Americans have attempted to push our government and society closer to realizing the ideal that all people are created equal, and have equal rights to life, liberty, and the pursuit of happiness. This is a college preparatory course which asks students to think critically about the intellectual, economic, and political foundations of the United States, and the degree to which, at different historical turning points, the nation has and has not realized its ideals. The content for the course is determined by the California content standards for 11th grade History-Social Sciences, Continuity and Change in the Twentieth Century, 11.1 through 11.11.

US GOVERNMENT HONORS – 3027

*UC APPROVED (*uca, a, cg*)*
During this class, students will examine the origins, principles, functions, and evolution of U.S. government. The semester will begin with a review of the motives and ideology that led colonists to revolt against Britain, with particular attention given to important revolutionary documents such as the *Declaration of Independence, Preamble to the Constitution, Bill of Rights,* and *Federalist Papers*. Students will then analyze the form and function of the federal government, investigating the unique roles and responsibilities of the legislative, executive and judiciary branches of government. An emphasis will be placed on analyzing the relationship between federal, state, and local governments in order to help

students better understand how different government institutions impact their lives. Students will research landmark U.S. Supreme Court decisions and analyze changing interpretations of the Constitution and its amendments. Students will conclude the semester by investigating contemporary issues regarding campaigns for national, state, and local elective offices and the influence of the media on political life.

AP WORLD HISTORY A – 3005
AP WORLD HISTORY B – 3006

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

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college level curricular approaches. *This description is taken from the College Board course description for AP World History.*[10]

AP US HISTORY A – 3025
AP US HISTORY B – 3026

UC APPROVED (uca, a, cg)
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. *This description is taken from the College Board course description for AP US History.*[11]

AP US GOVERNMENT A – 3017
AP US GOVERNMENT B – 3018

UC APPROVED (uca, a, cg)
An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must

[10] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
[11] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses. *This description is taken from the College Board course description for AP US Government.* [12]

AP EUROPEAN HISTORY A – 3102
AP EUROPEAN HISTORY B – 3103

UC APPROVED (uca,a,cg)
The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for under-standing the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. The AP European History course focuses on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. *This description is taken from the College Board course description for AP US Government.*[13]

English

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

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

[12] Refers to http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
[13] Refers to http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

AP English Literature and Composition A/B	11-12	YEAR	ucb, b, cg

ENGLISH 9 A – 2001
ENGLISH 9 B – 2002

UC APPROVED (ucb, b, cg)

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher- level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

ENGLISH 10 A – 2003
ENGLISH 10 B – 2004

UC APPROVED (ucb, b, cg)

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

ENGLISH 11 A – 2005
ENGLISH 11 B – 2006

UC APPROVED (ucb, b, cg)

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

ENGLISH 12 A – 2010
ENGLISH 12 B – 2011

UC APPROVED (ucb, b, cg)

English 12 is, at its heart, a British Literature course. It follows the development of English from its origins in Old and Middle English through texts like *Beowulf* and *The Canterbury Tales* all the way through to *Frankenstein, Hamlet,* and *A Brave New World.* Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also

accompanied by at least one writing prompt that serves as a cumulative task that assesses students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts.

MINORITY LITERATURE A - 8280
MINORITY LITERATURE B - 8281

NOT UC APPROVED (g)
In this course students will read a variety of fiction, poetry and non-fiction by writers of color, both in the United States and globally. The emphasis will be to highlight the stories, experiences and voice of people who have been traditionally referred to as "minorities" in the US. The teacher will teach it as a literature course, and will include reading, literary analysis and college level writing as assessments. It will be an additional way for students to build their college-level reading and writing skills, while simultaneously learning about themselves and building their own self-concept, as they prepare for college.

WORLD LITERATURE A – 2039
WORLD LITERATURE B – 2040

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

ENGLISH 10 HONORS A – 2022
ENGLISH 10 HONORS B – 2023

UC APPROVED (ucb, b, cg)
This class will focus on the in- depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's *The Odyssey.* The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other 'real-world' writing.

ENGLISH 11 HONORS A – 2032
ENGLISH 11 HONORS B – 2033

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

of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

WORLD LITERATURE HONORS A – 2043
WORLD LITERATURE HONORS B – 2044

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

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

EXPOSITORY READING AND WRITING COURSE A -2049
EXPOSITORY READING AND WRITING COURSE B- 2050

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

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

UC APPROVED (ucb, b, cg)
The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication,

as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press *(The Chicago Manual of Style)*, the American Psychological Association (APA), and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. *This description is taken from the College Board course description for AP English Language and Composition.*[14]

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

UC APPROVED (ucb, b, cg)
The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students. *This description is taken from the College Board course description for AP English Literature and Composition.* [15]

English as a Second Language (ESL)

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

Depending on student need, it is highly recommended that students in ESL 1 and 2 classes receive their content instruction in their primary language. ESL 3 and 4 students will benefit from English instruction with SDAIE strategies. ESL courses are not recommended for students who have been in the U.S. longer

[14] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
[15] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

the five years (long-term English Learners), whose language and motivational needs are very different from those of relative newcomers. Each school will use the Green Dot EL Master Plan (updated in August 2015) and consult with the Director of Literacy Programs and EL Curriculum Specialist on final course offerings and placement of students.

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

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

ESL 1 A – 8346

NOT UC APPROVED (g)

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

ESL 1 B – 8347

NOT UC APPROVED (g)

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

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

ESL 2 A – 8348

NOT UC APPROVED (g)

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

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

ESL 2 B – 8349

NOT UC APPROVED (g)
Prerequisites: Passage of ESL 2A end-of-course exam with 75% or better success, or a score of 520-705 lexiles on the Edge Placement Test. Overall score on CELDT is Early Intermediate.

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

ESL 3 – 8350

UC APPROVED (ucb, b, cg)
Prerequisites: Passage of ESL 2B end-of-course exam with 75% or better success, or a score of 705-840 lexiles on the Edge Placement Test. Overall score on CELDT or ELPAC once developed by the state is Intermediate.

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

ESL 4 – 8352

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

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

LANGUAGE ARTS IN PRIMARY LANGUAGE (LAPL) – 8326

NOT UC APPROVED (g)
Students needing LAPL are those who have had limited or formal schooling in their home countries and show extremely limited reading and writing skills.

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

Mathematics

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

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

ALGEBRA 1 A – 4001
ALGEBRA 1 B – 4002

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

MATH CONCEPTS A – 4098
MATH CONCEPTS B – 4099

UC APPROVED (ucc, c, cg)
This course combines algebraic, geometric, and statistical techniques necessary to strengthen students' conceptual understanding of mathematical reasoning and problem solving. The curriculum is based on Algebra, Geometry, and Probability and Statistics standards. The pedagogical approach will incorporate

lecture, discovery, and investigative exercises utilizing main textbook and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

GEOMETRY A – 4003
GEOMETRY B – 4004

UC APPROVED (ucc, c, cg)

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

HONORS GEOMETRY A – 4022
HONORS GEOMETRY B – 4023

UC APPROVED (ucc, c, cg)

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

ALGEBRA 2 A – 4005
ALGEBRA 2 B – 4006

UC APPROVED (ucc, c, cg)

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

TRIGONOMETRY A – 4030
TRIGONOMETRY B – 4031

UC APPROVED (ucc, c, cg)

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

PRE-CALCULUS A – 4007
PRE-CALCULUS B – 4008

UC APPROVED (ucc, c, cg)

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

HONORS PRE-CALCULUS A – 4088
HONORS PRE-CALCULUS B – 4089

PENDING UC APPROVAL (ucc, c, cg)

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

STATISTICS A – 4040
STATISTICS B – 4045

UC APPROVED (ucc, c, cg)

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

CALCULUS A – 4050
CALCULUS B – 4051

UC APPROVED (ucc, c, cg)

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

AP CALCULUS AB A – 4010
AP CALCULUS AB B– 4011

UC APPROVED (ucc, c, cg)

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically,

numerically, analytically, and verbally. The connections among these representations are important. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. The course-load will balance real-world applications with more abstract concepts. This course prepares students for the AP Calculus AB Exam.

AP STATISTICS A – 9468
AP STATISTICS B– 9469

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

Science

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

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics. Honors level courses in these disciplines typically require one year of prior laboratory science. Honors level courses in any other laboratory science (e.g., Environmental Science, Marine Biology, etc.) may also be considered for UC honors certification if they require a year of biology, chemistry, or physics, as well as at least algebra as pre-requisites. The third course in an integrated science sequence may be considered for honors designation if it has the appropriate breadth, depth, and pre-requisites. All UC-Approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses required as pre-requisites. Topics covered and laboratory exercises must be in depth and involve analysis and research. Each UC-Approved honors level course must have a comprehensive written final examination including laboratory concepts. There should be a section of the regular college preparatory course offered for each UC-Approved honors level laboratory science course. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process.

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

ANATOMY AND PHYSIOLOGY A – 5085
ANATOMY AND PHYSIOLOGY B – 5086

UC APPROVED (ucd, d, cg,bs)

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

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

BIOLOGY A – 5003
BIOLOGY B – 5004

UC APPROVED (ucd, d, cg,bs)

The course is designed to give students an overview of the major concepts and theories governing the life sciences through a scientific inquiry approach that incorporates common core literacy skills. Multiple opportunities are provided to develop content knowledge in biology through readings, videos, discussions, assignments, and other interactive experiences. Students learn biology concepts in an inquiry-based learning environment where they use the basic science strategies to pose questions, hypothesis formulations, to analyze, evaluate, communicate findings and search for answers. Students improve their skills in science while adding new critical thinking, life and work skills.

The main content areas of focus are: physiology, cell biology, genetics, evolution, and ecology. In physiology, students study organisms at the organ/system level, focusing on how the main body systems maintain homeostasis for optimal functioning of the body. In cell biology, students analyze the nature of

the relationships between structures and functions in living cells, explaining the role of cell organelles and biomolecules; they learn energy transformation processes of cells in photosynthesis and respiration. In genetics, students learn how organisms grow and reproduce passing genetic information to their offspring. Evolution builds on the understanding that inheritance of genetic matter preserves the complexity and diversity of life; the diversity leads to evolution that edits the variations best suited to organism environment. Finally in ecology, interdependence of organisms to meet their energy needs is examined.

CHEMISTRY A – 4016
CHEMISTRY B – 4017

UC APPROVED (ucd, d, cg,cp)
The course is designed to be a laboratory-based course in chemistry that will provide adequate preparation for entry into a college level chemistry class. The course is designed to help students think like scientists through a scientific inquiry approach that incorporates common core literacy skills. The laboratory skills developed will be critical to success in a college level class. The students will be expected to not only understand key concepts, but to apply, analyze, and synthesize these concepts. The class will cover the nature of chemistry as a science, and experimental methods. The strands that will be covered are: Atomic Theory, Theory of the Periodic Table, Theories of Chemical Bonding, Stoichiometry, Gas Laws, Theories of Equilibrium, Energy Theories, and organic chemistry. Students will be involved in a number of different learning approaches, such as reading various scientific texts, virtual labs, writing projects, laboratory sessions, alternative group work and applications of mathematics and problem solving. The students add greater depth and understanding to familiar concepts, such as atomic and molecular structure, chemical bonds, conservation of matter, stoichiometry, gases, solutions, chemical thermodynamics, acids, bases, reaction rates, chemical equilibrium, organic chemistry, biochemistry and nuclear processes.

PHYSICS A – 5010
PHYSICS B – 5011

UC APPROVED (ucd, d, cg,cp)
This course serves as an introduction to the foundations of physics. In physics, students will develop an understanding of physics principles, as well as how to integrate math to solve physics problems. Laboratory work required of students will help them develop critical thinking skills as well as logical reasoning skills. The course will provide students with a physics background in order to help them solve real-world problems and will develop in students a deep desire to learn about physical sciences.

The physics course begins with a study of velocity, acceleration, and Newtonian mechanics. Next, students learn about momentum and impulse, energy, and thermodynamics. The course ends with units on electricity & magnetism and waves. Coursework incorporates math and writing skills.

AP BIOLOGY A – 5005
AP BIOLOGY B – 5006

UC APPROVED (ucd, d, cg,bs)
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices.

The AP Biology course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The Big Ideas are as follows:

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

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Biology students.

AP ENVIRONMENTAL SCIENCE A – *5093*
AP ENVIRONMENTAL SCIENCE B – 5094

UC APPROVED (ucd, d, cg,bs)

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

All students will be provided an opportunity to be able to identify and analyze various issues present in our environment--both natural and non-natural. This course will examine the impact of various human cultures on the natural world through discussion, case studies, experimentation/models, evaluation and reflection. Students will make meaningful connection between ecological principles and aspects of human civilization such as economics, resources, poverty, population and sustainability.

- Students will learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world.
- Students will be able to identify and analyze environmental problems both natural and human-made.
- Students will be able to evaluate the relative risks associated with environmental problems.
- Students will be able to examine alternative solutions for resolving or preventing environmental problems.
- Students will be prepared to take and pass the AP Exam.

MARINE BIOLOGY A – 5034
MARINE BIOLOGY B – 5035

UC APPROVED (ucd, d, cg)

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

Cabrillo Marine Aquarium, Sea-Lab, Malibu lagoon and one-half day research trip on UCLA research vessel.

CHEMISTRY A HONORS – 5082
CHEMISTRY B HONORS – 5084

UC APPROVED (ucd, d, cg)
The 11th grade course in will provide foundations for college work. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and thorough treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter and Stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions and reaction rates will be done. The students will be introduced to organic chemistry, biochemistry and nuclear processes.

MARINE BIOLOGY A HONORS – 5036
MARINE BIOLOGY B HONORS – 5037

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

AP CHEMISTRY A – 5030
AP CHEMISTRY B – 5031

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

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. *Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. This description is taken from the College Board course description for AP Chemistry.*[16]

[16] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Language other than English

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

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

Course Title	Grade	Course Length	Credit Type
Spanish 1 A/B Non-Native	9	YEAR	uce, e, cg
Spanish 2 A/B Non-Native	10	YEAR	uce, e, cg
Spanish 3 A/B Non-Native	11	YEAR	uce, e, cg
Spanish 1 A/B Native	9	YEAR	uce, e, cg
Spanish 2 A/B Native	10	YEAR	uce, e, cg
Spanish 3 A/B Native	11	YEAR	uce, e, cg
AP Spanish Language A/B	11	YEAR	uce, e, cg
AP Spanish Literature A/B	12	YEAR	uce, e, cg

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

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

SPANISH 2 A NON-NATIVE – 1006
SPANISH 2 B NON-NATIVE – 1007

UC APPROVED (uce, e, cg)
The Spanish 2 course is an intermediate Spanish course with an aim to develop students skills in all aspects of the
Spanish language. Students will improve intermediate skills in reading, writing, listening, and speaking the Spanish language. Important emphasis is placed on communicative skills and oral communication via the development of vocabulary and expressions. These communicative lessons also provide a context

from which the students continue a cultural study of the Spanish-speaking world.

SPANISH 3 A NON-NATIVE – 1014
SPANISH 3 B NON-NATIVE – 1015

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

SPANISH 1 A NATIVE – 1020
SPANISH 1 B NATIVE – 1021

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

SPANISH 2 A NATIVE – 1003
SPANISH 2 B NATIVE – 1004

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

SPANISH 3 A NATIVE – 1023
SPANISH 3 B NATIVE – 1024

UC APPROVED (uce, e, cg)
In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures.

Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicism and improper Spanish. Special attention will also be given the reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish language course.

AP SPANISH LANGUAGE A – 1012
AP SPANISH LANGUAGE B – 1013

UC APPROVED (uce, e, cg)
The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*1 (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. The demanding AP Spanish Language course is equivalent to a

college course by providing opportunities for students to demonstrate their proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century which are foundational to the AP Spanish Language and Culture course. The immersive course is conducted entirely in Spanish to help students develop a strong command of the Spanish language. Students will be integrating the three modes of communication using rich, advanced vocabulary and linguistic structures. Students will be exposed to authentic cultural resources with the goal of providing a comprehensive learning experience covering the cultures that comprise the Spanish-speaking world.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam. *This description is taken from the College Board course description for AP Spanish Language.*[17]

AP SPANISH LITERATURE A – 1010
AP SPANISH LITERATURE B – 1011

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

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

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

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

[17] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Literature.[18]

Visual and Performing Arts

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

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

Course Title	Grade	Course Length	Credit Type
Advanced Band A/B	9-12	YEAR	ucf, f, cg
Advanced Visual Art A/B	9-12	YEAR	ucf, f, cg
AP Art History A/B	9-12	YEAR	ucf, f, cg
AP Studio Art 2-D Design A/B	11-12	YEAR	ucf,f,cg
AP Studio Art Drawing A/B	11-12	YEAR	ucf,f,cg
Beginning Instrumental A/B	9-12	YEAR	ucf, f, cg
Digital Arts and Design A/B	9-12	YEAR	ucf, f, cg
Drama A/B	9-12	YEAR	ucf, f, cg
Drawing and Painting A/B	9-12	YEAR	ucf, f, cg
Intro to Art A/B	9-12	YEAR	ucf, f, cg
Music Appreciation	10-12	YEAR	ucf, f, cg
Music Industry Studies A/B	10-12	YEAR	ucf, f, cg
Visual Art A/B	9-12	YEAR	ucf, f, cg

ADVANCED BAND A – 9193
ADVANCED BAND B – 9194

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

ADVANCED VISUAL ART A – 8142
ADVANCED VISUAL ART B – 8143

[18] Refers to College Board Course Descriptions:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

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

AP ART HISTORY A – 8127
AP ART HISTORY B – 8128

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

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

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

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

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

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

AP STUDIO ART: DRAWING A - 8264
AP STUDIO ART: DRAWING B - 8265

*UC APPROVED (*ucf, f, cg*)*
This AP Studio Art class is a rigorous college level course focused on drawing. At our school it is the capstone event for students who have fulfilled the requirements of and were successful in the recommended University of California approved Drawing and Painting class or completed portfolio work demonstrating a similar level of exploration for entrance. Students enrolled have already demonstrated

and must continue to demonstrate a high level of motivation, independence, and interest in growing and expanding their visual voice through 2D works in the mediums related to drawing. All students in this class are required to engage in creative and systematic investigation of formal and conceptual issues in drawing throughout the duration of the course. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth.

The course will be taught to challenge the student to develop their cohesive concentration through a systematic exploration demonstrated through sketchbook, research, journaling, and the exploration of historical art styles, cultural and personal imagery. Students will provide evidence of their in-depth exploration of a specific visual idea or artistic concern through a plan of action outline, initial sketches, and annotations.

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

BEGINNING INSTRUMENTAL A – 9843
BEGINNING INSTRUMENTAL B - 9862

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

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

UC APPROVED (ucf, f, cg)
Digital Design is a standards-based, project-driven course that focuses on utilizing computer applications to execute performance-based and design-oriented assessments. Each unit will include aspects of other disciplines in order to utilize a student's prior knowledge and understanding of multiple subjects. The course will be student-centered with students working as groups in order to collaborate, problem-solve and assess each other's work. Students will learn a variety of advanced computer applications including photo editing and manipulation, vector-based drawing, page layout, website design, and video editing programs. This course will primarily assess student's mastery of the selected software, project planning abilities, and understanding of selected visual arts standards.

DRAMA A – 8001
DRAMA B – 8002

*UC APPROVED (*ucf, f, cg*)*
High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students

grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or have used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time-management skills, meet deadlines, and learn the professional standards required in the world of theatre. *Taken from the Visual and Performing Arts Standards and Frameworks Guide.*

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

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

INTRO TO ART A – 8172
INTRO TO ART B – 8173

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

MUSIC APPRECIATION A
MUSIC APPRECIATION B

PENDING UC APPROVAL (ucf, f, cg)
Music Appreciation offering students (with or without music experience) a fundamental knowledge of music history and theory from the Ancient, Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century, and Contemporary eras. Students learn to value music in a variety of genres, styles, eras, languages, and cultures. Students also get a small amount of experience playing instruments such as drums, recorders, keyboards, and guitars.

- Read, notate, listen to, analyze, and describe music using appropriate music vocabulary.
- Compose simple, short musical examples and perform them on instruments.
- Identify and study the historical eras and development of Western music.
- Critically assess and derive meaning from works of music according to the elements of music, aesthetic qualities, and human response.
- Connect and apply what is learned in music to other disciplines, such as history, literature, and science/mathematics.

MUSIC INDUSTRY STUDIES A – 8284

MUSIC INDUSTRY STUDIES B – 8285

*UC APPROVED (*ucf, f, cg*)*

The purpose of this course is to provide students a framework in understanding the complexities of the music industry and its components of music production, music promotion, management, and music technology/audio engineering. Through this framework, students will gain core knowledge which will allow them to think critically and reflectively about the roles within the music industry and their possible place within it.

After providing foundational information on each component within the course, students will be engaged in project based assessment that provides accurate and realistic simulations of the roles music industry professionals deal with on a daily basis. Students will work through these simulations and will note their growth and ability to problem solve and reflect through the use of unit portfolios. Students will be responsible for the creation of cumulative artifacts that represent their total learning within each component.

VISUAL ART A – 8055
VISUAL ART B – 8056

UC APPROVED (ucf, f, cg)

The purpose of this course is to introduce students to the world of visual arts. The course will begin with an initial foundation and introduction to the visual arts vocabulary including the elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment). After the initial foundation, students will be exposed to different perspectives within the visual arts through four themes. The series of themes begins with art on the personal level and then extends to the community level, continues onto the societal level and finally ends with the global level. Through these sequential themes students will learn about various mediums in art, observational drawing and painting skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics.

UC Approved G Electives

Course Title	Grade	Course Length	Credit Type
Advanced Digital Art and Photography	11-12	YEAR	ucg, g, cg
Advanced Drawing and Painting	11-12	YEAR	ucg,g,cg
Advance Instrumental Music A/B	11-12	YEAR	ucg,g,cg
AP Psychology A/B	9-12	YEAR	ucg, g, cg
Chicano/African American Literature A/B	9-12	YEAR	ucg, g, cg
Creative Writing A/B	9-12	YEAR	ucg, g, cg
Cultural Relations A/B	9-12	YEAR	ucg, g, cg
Economics	11-12	SEMESTER	ucg, g, cg
Economics Honors	11-12	SEMESTER	ucg, g, cg
Engineering and Robotics A/B	11-12	YEAR	ucg, g, cg
Environmental Science	10-12	YEAR	ucg, g, cg
Introduction to Engineering A/B	9-12	YEAR	,g,cg
Introduction to Journalism A/B	9-12	YEAR	ucg, g, cg

Introduction to Sociology A/B	9-12	YEAR	ucg, g, cg
Psychology A/B	9-12	YEAR	ucg, g, cg
Speech and Debate A/B	10-12	YEAR	ucg, g, cg

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

UC APPROVED (ucg,g,cg)

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

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

ADVANCED DRAWING AND PAINTING A- 8278
ADVANCED DRAWING AND PAINTING B- 8279

UC APPROVED (ucg,g,cg)

The purpose of Advanced Drawing and Painting is to enable students to develop an independent artistic voice and strong ability to engage in ideation in the visual arts. The class provides opportunity for developing individual artistic voice while engaging in advanced exploration of the art mediums of drawing and painting. Students develop a strong personal aesthetic as they create works employing a variety of materials historically implemented in drawing and painting. Students base their choices on the elements of art and principles of design and their aesthetic judgments of historically relevant art and art movements. Using these explorations, students achieve deeper cognitive meaning in their artwork. Since knowledge empowers the artist, students will learn the historical and psychological significance of art and the development of different materials that aide in these revelations. Students learn to analyze mediums in drawing and painting that best suit their artistic vision and enhance their visual communication. They will use this exploration to connect media to meaning as they develop their artistic voice. To assist this understanding of artistic intentions and voice, students will engage in research and writing on historical art and meaning. This course will also assist the students in their self-discipline and time-management as they learn the professional standards of production and presentation required in the art world. Students will be instructed in the development of portfolios and their purpose.

ADVANCED INSTRUMENTAL MUSIC A- 8276
ADVANCED INSTRUMENTAL MUSIC B -8277

UC APPROVED (ucg,g,cg)

Students skills, ear training and dictation, composition, theoretical analysis, and playing in multiple genres will continue their study of music fundamentals including music appreciation and listening. Advanced Music will serve as a continuation of the music pathway. It teaches specific advanced musical theory/composition, listening and playing content and skills. The first goal of this specific course is to develop advanced playing skills including more technically challenging music and focusing on advanced

artistic expression. The second goal is to develop independent listening skills by having students group and analyze genres of music by themselves around key questions. The third goal is to develop composition skills by supporting students to compose more and more complex items and analyze the artistic content of the compositions

AP PSYCHOLOGY A – 5091
AP PSYCHOLOGY B – 5092

*UC APPROVED (*ucg, g, cg*)*
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. *This description is taken from the College Board description for AP Psychology.*[19]

CHICANO/AFRICAN AMERICAN LITERATURE A – 2047
CHICANO/AFRICAN AMERICAN LITERATURE B –2048

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

CREATIVE WRITINGA
CREATIVE WRITING B

UC APPROVED (ucg,g,cg)
Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

[19] Refers to http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

CULTURAL RELATIONS A – 8258
CULTURAL RELATIONS B – 8259

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

ECONOMICS – 3056

*UC APPROVED (*ucg, g, cg*)*
The primary goal of this course is to give students a fundamental knowledge of our domestic and global economic systems. Students will understand the basic concepts of microeconomics as they relate to supply and demand, pricing structures and market structures. Students will learn the basic concepts of macroeconomics as they relate to employment, taxation and government regulation. Using real world examples, students will be able to critically evaluate how economic factors influence their daily lives and the economy as a whole. The main focus is to provide the students a base level of economic understanding and the ability to integrate their knowledge into their other courses.

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

ECONOMICS HONORS – 3028

UC APPROVED (ucg, g, cg)
During the second semester students will familiarize themselves with basic economic terms, concepts, and reasoning. They will examine the principles and characteristics of U.S. capitalism and analyze its market economy in a global setting. Students will analyze and debate the extent of government

involvement in the U.S. economy. Special attention will be paid to an analysis of the U.S. labor market in a global setting, aggregate behavior of the U.S. economy, and how the U.S. affects, and is affected by, the global economy. Throughout the semester students will utilize the tools from other subject areas to interpret and analyze data.

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

ENGINEERING AND ROBOTICS A – 5087
ENGINEERING AND ROBOTICS B – 5088

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

ENVIRONMENTAL SCIENCE A – 5056
ENVIRONMENTAL SCIENCE B – 5057

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

INTRODUCTION TO ENGINEERING A – 4115
INTRODUCTION TO ENGINEERING B – 4116

NOT UC APPROVED (g, cg)
The Introduction to Engineering course introduces students to different engineering disciplines and careers through research and project-based learning. In each unit, students will research a branch of engineering, focusing on the key content principles and career options. Students will then identify a real-life problem, design a solution using the engineering process, construct a prototype, and test it. Students will document their project and research in a portfolio. The portfolio will grow throughout the course of the year. At the end of the course, a culminating project and completed portfolio will be presented to a panel of judges for feedback and assessment.

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

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

UC APPROVED (ucg, g, cg)

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

INTRODUCTION TO SOCIOLOGY A – 8256
INTRODUCTION TO SOCIOLOGY B – 8257

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

Introduction to Sociology is designed to provide students with the tools they need to develop their ability to think, speak, and write critically, to consider many points of view, and to move beyond established ways of thinking to gain a greater understanding of themselves, the culture, community, and society they are a part of, and the larger world around them. Moreover, being able to recognize and understand diversity in its many forms â€“ including gender, socioeconomic status, education, race, ethnicity, culture, marital status, sexual orientation, religion, and age, a key theme in sociology, has become increasingly important and valuable to one's ability to study and work effectively in our increasingly diverse nation and globalized world. Ultimately, the key purpose of the course is to empower students to apply their sociological tools, skills, and knowledge to better understand themselves and the world and to make informed decisions that can improve their lives and their communities by enabling them to evaluate social and public policies, to interpret and analyze research findings, to gather data and conduct their own studies, and to make strong, evidence-based arguments for programs and actions that can better the world.

Introduction to Sociology is a college preparatory course designed to introduce students to the sociological study of society and to thinking critically and reflectively about the social world. Sociology is the systematic and scientific study of social behavior and interaction in a variety of areas. Topics we will focus on will include culture, socialization, social organization, social inequalities, deviance and conformity, social institutions, and social change. In this course, students will not only gain an understanding of some of the major theories, approaches, historical and contemporary studies and applications of sociology, but they will be invited and trained to think actively like sociologists and to apply their knowledge of it to design and conduct their own studies and to reach their own conclusions.

PSYCHOLOGY A – 1050
PSYCHOLOGY B – 1051

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

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

SPEECH AND DEBATE A- 8282
SPEECH AND DEBATE B- 8283

PENDING UC APPROVAL (ucg,g,cg)

This elective course provides an opportunity to study fundamental speech techniques and apply these techniques to formal debates and other individual speaking situations. This course will model speech and debate styles used in the National Forensics League. Students will write and present both prepared and

extemporaneous speeches ranging from humorous, dramatic, and thematic interpretation, original oratory, expository and occasional addresses. Students will learn both individual and team debates namely: Extemporaneous, Lincoln Douglass, Parliamentary, and Public Forum. Through these units, students will develop and master essential academic and leadership skills including argument structure and rhetorical techniques, persuasion and exposition, as well as skills endemic to speaking including voice inflection, tone, body movement, and anxiety management.

Green Dot Intervention Courses

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

Reading

LITERACY ENRICHMENT A – 2027
LITERACY ENRICHMENT B – 2028
* Note: other course numbers are available for other credit numbers

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

At the ninth grade level, students reading below a 7th grade level do not take science. Instead, they take a Read 180 class in which they are engaged in a 3-part program that includes independent reading, teacher-

led mini lessons on reading strategies, and interactive computer CD-ROMs. Students reading between a 7th and 9th grade level receive support from the Read 180 program during their English class.

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

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

ADVANCED COMPOSITION 10A- 2070
ADVANCED COMPOSITION 10B -2071

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

COMPOSITION 9A-2068
COMPOSITION 9B-2069

The Composition Course is designed to introduce 9th grade students who do not require R180 Literacy Enrichment to the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills needed to write clear expository and persuasive essays with well-supported arguments and points of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect growth throughout the course. May also be used at 10th grade for proficient or advanced students as an elective course.

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

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

Math

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

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

Study Skills/Organization

CURRICULUM SKILLS A – 8080
CURRICULUM SKILLS B – 8081
* Note: other course numbers are available for other credit numbers

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

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

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

ACADEMIC SUCCESS A – 6003
ACADEMIC SUCCESS B – 6004

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

College and Career Readiness

SENIOR SEMINAR A – 7042
SENIOR SEMINAR B – 7043

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

COLLEGE READINESS 10A - 7032
COLLEGE READINESS 10B – 7033
COLLEGE READINESS 11A - 7034

COLLEGE READINESS 11B - 7035
COLLEGE READINESS 12A - 7036
COLLEGE READINESS 12B - 7037

The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration, and FAFSA Forecaster.

CAREER READIENSS A - 7012
CAREER READINESS B - 7013

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

Advisory

TEAM ADVISORY A
TEAM ADVISORY B
ADVISORY 9
ADVISORY 10
ADVISORY 11
ADVISORY 12
* Note: other course numbers are available for other credit numbers.

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

Special Education

Scope and Sequence of High School Core Courses for Students on Alternative Curriculum						
Grade	English	Math	Social Studies	Science	Health/Life Skills	Physical Education
Grade 9	Practical English A	Practical Math A	Practical Social Studies A	Practical Science A	----------	PE or APE
	Practical English B	Practical Math B	Practical Social Studies B	Practical Science B	Life Skills	PE or APE
Grade 10	Applied English A	Cons Math A	Social Science/History Community A	Community Science A	Personal Health	PE or APE
	Applied English B	Cons Math B	Social Science/History Community B	Community Science B	----------	PE or APE
Grade 11	Community English A	----------	Social Science/ History Consumer A	----------	----------	----------

	Community English B	----------	Social Science/ History Consumer B	----------	----------	----------
Grade 12	Community Resources A	----------	----------	----------	----------	----------
	Community Resources B	----------	----------	----------	Transition	----------

Course Title	Grade	Units	Designation
Practical English A	9-10	5	Practical English A
Practical English B	9-10	5	Practical English B
Applied English A	9-10	5	Applied English A
Applied English B	9-10	5	Applied English B
Community English A	11-12	5	Community English A
Community English B	11-12	5	Community English B
Community Resources A	11-12	5	Community Resources A
Community Resources B	11-12	5	Community Resources B
Practical Math A	9-10	5	Practical Math A
Practical Math B	9-10	5	Practical Math B
Consumer Math A	9-10	5	Consumer Math A
Consumer Math B	9-10	5	Consumer Math B
Practical Social Science A	9-10	5	Practical Social Science A
Practical Social Science B	9-10	5	Practical Social Science B
Social Science/History Community A	11-12	5	Social Science/History Community A
Social Science/History Community A	11-12	5	Social Science/History Community A
Social Science/ History Consumer A	11-12	5	Social Science/ History Consumer A
Social Science/ History Consumer B	11-12	5	Social Science/ History Consumer B
Practical Science A	9-10	5	Practical Science A
Practical Science B	9-10	5	Practical Science B
Community Science A	9-10	5	Community Science A
Community Science B	9-10	5	Community Science B

PRACTICAL ENGLISH A
PRACTICAL ENGLISH B

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

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

APPLIED ENGLISH A
APPLIED ENGLISH B

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

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

COMMUNITY ENGLISH A
COMMUNITY ENGLISH B

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

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

COMMUNITY RESOURCES A
COMMUNITY RESOURCES B

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

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

PRACTICAL MATH A
PRACTICAL MATH B

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

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

CONSUMER MATH A
CONSUMER MATH B

This course emphasizes basic skills for using money in the purchase of consumer goods and services. Students develop functional skills in the use and relationships of monetary coins and paper. They also apply monetary skills to the purchase of functional items needed for self or home. All skills are extended to their practice and application in the natural environment.
This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities.* Students enter into and move through the standards at an individual pace.

PRACTICAL SOCIAL SCIENCE A
PRACTICAL SOCIAL SCIENCE B

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

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

SOCIAL SCIENCE/HISTORY COMMUNITY A
SOCIAL SCIENCE/HISTORY COMMUNITY B

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

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

SOCIAL SCIENCE/HISTORY CONSUMER A
SOCIAL SCIENCE/HISTORY CONSUMER B

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

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

PRACTIAL SCIENCE A
PRACTIAL SCIENCE B

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

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

COMMUNITY SCIENCE A
COMMUNITY SCIENCE B

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

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

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

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

Subjects to meet and exceed admission requirements for the UC/CSU system		Required number of years	9th	10th	11th	12th
A	**History / Social Science**	2 Required 3 Recommended		World History	US History (AP)	Government (AP) / Economics
B	**English**	4 Required	English 9	English 10	English 11	English 12 (AP) and/or Expository Reading and Writing Course
C	**Mathematics**	3 Required 4 Recommended	Algebra I	Geometry or Integrated Math	Algebra II or Pre-Calculus	Calculus or Math Analysis
D	**Laboratory Science**	3 Required 4 Recommended	Physics	Biology	Chemistry	Anatomy and Physiology
E	**Language other than English**	2 Required 3 Recommended	Span I or Span II for Native Speakers	Span I or Span II	Span II or AP Language	Pan III or AP Language or AP Literature
F	**Visual and Performing Arts**	1 Required		Art		Drama
G	**College Preparatory Electives**	1 Required	Composition			Engineering & Robotics

Textbooks

Choosing a textbook should be a collective process where the various members of the community that are to be engaged with the text should be part of the selection process. Each school chooses a committee whose responsibility is to research available textbooks and choose a textbook to be used at the school. This Textbook Adoption Committee (TAC) should be comprised of teachers in the content area and individuals that have some specific relationship to the material (curriculum director, department heads, etc.).

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

While the committee may consider various textbooks of interest, the committee should begin its search for a textbook by considering the books on the Green Dot Recommended Book List. If a textbook is

selected that does not appear on the Green Dot Recommended Book List, the book must be presented to the Cluster Director for final approval.

For the school year 2015-2016, Green Dot's approved high school textbook list is included below. The needs of the school are evaluated each year and textbooks, curriculum and other instructional materials are adjusted accordingly.

SY2015-16: Green Dot High School Textbooks and Instructional Materials	
ELA	• Pearson Literature • Recommended Grade-level Novels (e.g., *House on Mango Street, Romeo & Juliet, Macbeth, Night, A Raisin in the Sun, The Great Gatsby, Brave New World, Hamlet*) • Literature & Composition (Bedford/St. Martins)
Math	• Algebra 1 Carnegie • Algebra 2 Carnegie • Geometry Carnegie • Glencoe Pre-Calculus (College Algebra Series) • Glencoe Pre-Calculus: Graphs and Models • SRA Numbers World – Level J (Glencoe) • Algebra and Trigonometry (Coburn) • Glencoe Trigonometry • Calculus: Early Transcendental Functions – AP (Glencoe) • Calculus: Late Transcendental Functions (Glencoe) • Calculus: Concepts and Connections (Glencoe) • Single Variable Calculus (W.H. Freeman) • Calculus, AP Edition, 9th Edition, Larson/Edwards • Calculus, 7th Edition, Larson/Hostetler/Edwards
Science	• Glencoe Science: Biology, CA Edition • Glencoe Science: Electricity and Magnetism • Glencoe Science: Life's Structure and Function • Glencoe Science: The Nature of Matter • Glencoe Science: Sound and Light • Glencoe Science: Chemistry Matter and Change, CA Edition • Glencoe Science: Principles and Problems, CA Edition • CPO Physics • Biology with Mastering Biology (Pearson) • Chemistry the Central Science (Prentice Hall)
History	• World Civilizations: Sources Images, and Interpretations (McGraw-Hill) • World History (Glencoe McGraw-Hill) • The American Vision (Glencoe) • The American Vision, Modern Times (Glencoe) • US Government: Democracy in Action • Government in America, 15th Edition (AP Edition) • American Government: Readings and Cases. 18th Edition • Economics: Principles and Practices (Glencoe) • Economics: Today and Tomorrow (Glencoe) • The American Pageant: A History of the Republic (Houghton Mifflin) • American Government Institutions and Policies (Houghton Mifflin)

Spanish	• Sendas 1 (Prentice Hall) • Sendas 2 (Prentice Hall) • Realidades 1 (Prentice Hall) • Realidades 2 (Prentice Hall) • Realidades 3 (Prentice Hall) • Momentos cumbres de literaturas hispanicas: Introduccion al analiisis literaria (Prentice Hall) • Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish: Preparing for the Language Examination (Prentice Hall) • Abriendo Paso: Lectura • AP Spanish: Preparing for the Language Examination (Prentice Hall) • Temas AP Spanish Language and Culture

Study Skills / College Courses
Students may also take one course specifically designed to help them prepare for college. Supporting materials for this course include: CSU/UC requirements, Habits of Heart and Habits of Work & Mind. This class is particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

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

- *Summer Bridge*: Summer Bridge is a recommended multi-week summer program for incoming 9th grade students that acclimates students to the Ánimo Ralph Bunche culture of high school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- *Reading and Math Intervention Programs*: Literacy Enrichment (Read 180) and Math Support, standards-aligned programs for reading and math respectively, are provided to students that test low in reading and/or math. Typically these courses are given to 9th graders in an elective class. Students take the 9th grade SRI and an internal Math Diagnostic before school starts.
- *Read-In*: The goal of the program is to place a focus on the importance of reading at the school site as well as provide structured time for students to complete reading logs and provide evidence of comprehension through writing. As a school site, we have a designated time frame of 15 minutes prior to curriculum skills where all students are reading silently simultaneously.
- *9th Grade Advisory*: This curriculum is focused on the individual as a student, learner and part of the greater community. In this class, students are taught different study skill strategies, test-taking strategies, and communication tools that enable them to succeed in their high school academic career.
- *10th Grade Advisory*: This curriculum is focused on the California High School Exit Exam. The students have time to prepare for this exam with a content teacher. Through the use of CAHSEE instructional materials, students will have ample opportunities during advisory and afterschool boot-camps to prepare for the examination. They will receive valuable feedback in areas that are strengths and areas that could use improvement.

- *11th Grade Advisory*: There are three pathways for 11th graders. The first pathway is for students that are on-track to graduate and have met their CAHSEE requirement. These students will be preparing for the SAT and gaining knowledge on multiple college opportunities, scholarships, college application process and the financial aid process. The second pathway is for students who have met the CAHSEE requirement, but are not on-track to graduate. These students will be given the opportunity to recover credits through a rigorous program called APEX. Once students are back on-track to graduate, they will fall into the first pathway with college-readiness. The third pathway is for students who have not fulfilled the CAHSEE requirement. These students will be provided intensive CAHSEE preparation. Pending the results of the examination, students will be placed into pathway one or pathway two.
- *12th Grade Advisory* – The curriculum is focused on preparing students on the transition to college. Semester 1 covers the college application process, and Semester 2 covers financial aid as well as the social/emotional transition students need to prepare for their post-secondary pursuits.
- *Credit Recovery*: There is a framework for 5th year students to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered.
- *English Learners*: EL teachers implement Hampton-Brown Edge to provide intensive supports and established pathways for graduation for students who enter the school as beginning ELs. This includes a 5th year of study as identified in Individual Learning Plans.
- *Afterschool Program*: Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.
- *Office Hours*: Teachers hold office hours after school twice a week to provide students with additional support.

Social and Life Skills Development

Advisory Course

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

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

During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in high school, including but not limited to: puberty, relationships, mental health, family, substance abuse, etc.;
- Receive support from their advisor and peers in preparing them for the entire academic trajectory (successfully navigating through high school and college);
- Be taught different study skill strategies, test-taking strategies, and communication tools that will enable them to succeed in their high school academic career. Students will also engage in projects where they learn about themselves, high school and college options;
- Be encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future; and
- Learn self-efficacy skills that will allow them to address the barriers of learning with resiliency.

Working with the same teacher and student peers for the duration of high school, students benefit from a familiar support system built into the school day. In order to assess the effectiveness of the Advisory course, students are provided feedback surveys. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our School Stakeholder Surveys in which more than 75% of students across all Green Dot schools agreed or strongly agreed with the statement they would recommend Green Dot to others.

Clinical Services

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

All services, which may include social and emotional counseling including small group and individual therapy, are provided or supervised by a licensed Marriage and Family Therapist or Licensed Clinical Social Worker.

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

Instructional Design, Methods and Strategies

Research-based instructional frameworks may include active learning, brain-based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. Ánimo Ralph Bunche and other Green Dot schools have used books in staff development including: 101 Active Learning Strategies (Mel Silberman, published April 1, 1996), Teaching With The Brain In Mind (Eric Jensen, published January 1, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock, published January 15, 2012), among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research will allow Ánimo Ralph Bunche teachers to learn from successful models and begin implementing strategies in their classroom.

Students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Based on Doug Lemov's Teach Like a Champion, Green Dot has adopted instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

- **No Opt Out**: A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
- **Right Is Right**: Set and defend a high standard of correctness in your classroom.

- **Stretch It**: The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction
- **Format Matters**: It's not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity.
- **Cold Call**: In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
- **Wait Time**: Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
- **Everybody Writes**: Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
- **Do Now**: Students are both productive during every minute and ready for instruction as soon as you start.
- **SLANT**: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker

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

Technology Integration in Academic Program

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

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

To prepare students for the computer-based state standardized assessments and 21st century learning, Green Dot teachers are integrating key technology skills into their curriculum. Student access to computer based lessons and activities have increased with the transition to the Common Core State Standards. In addition each Green Dot campus has an Ánimo Data Fellow (ADF). The ADF is a teacher-leadership position trained by the Green Dot Home Office. ADF are a resource on their campus for other teachers and will provide on-going professional development to teachers at each site on the technical skills students will need for computer-based state standardized assessments.

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

Ánimo Ralph Bunche is committed to serving academically low achieving students. As with other Green Dot schools, Ánimo Ralph Bunche expects that many (if not the majority) of its students may be classified as low-achieving. As such, Ánimo Ralph Bunche's curriculum and program is adapted to improve performance for traditionally low-achieving students. Ánimo Ralph Bunche has a simple, but specific goal to ensure that all students are prepared for success in college, leadership and life. In fact,

Ánimo Ralph Bunche's 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 Outcomes" and the ESLRs listed in this charter petition. Ánimo Ralph Bunche ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means (also see the section for "Academic Support and Intervention"):

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

Socio-Economically Disadvantaged Students

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

- **Summer Bridge**: Summer Bridge is a recommended multi-week summer program that acclimates students to the Ánimo Ralph Bunche culture of high school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- **Literacy Intervention/Enrichment (Read 180)**: Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class or during Advisory.
- **Math Foundations**: Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **Habits of Work and Mind in Advisory**: All students will be taught specific strategies on how to better succeed in their classes through organizing, note-taking, reading strategies, time management, group work, asking for help, etc. Students will also assess the strengths and weaknesses in various aspects of their academic and social/personal development, analyzing and synthesizing specific strategies to meet those goals.
- **Character Development in Advisory**: Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.

ACADEMIC CALENDARS AND SCHEDULES

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

Academic Calendar and School Time

A school site committee determines the daily bell schedule that meets the needs of its students. Ánimo Ralph Bunche will have at least 175 student days and an additional 10 professional development days for its teachers. The current state minimum requirement for instructional minutes for high schools is 64,800 and Ánimo Ralph Bunche will surpass the required number of minutes of instruction as set forth in Education Code 46201. Ánimo Ralph Bunche will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1) and 47612.5(e)(1). Students at-risk of not meeting the 80 percent requirement will be referred to the Student Attendance Review Team (SART). (More information on SART can be found in the school Parent-Student Handbook which is available upon request).

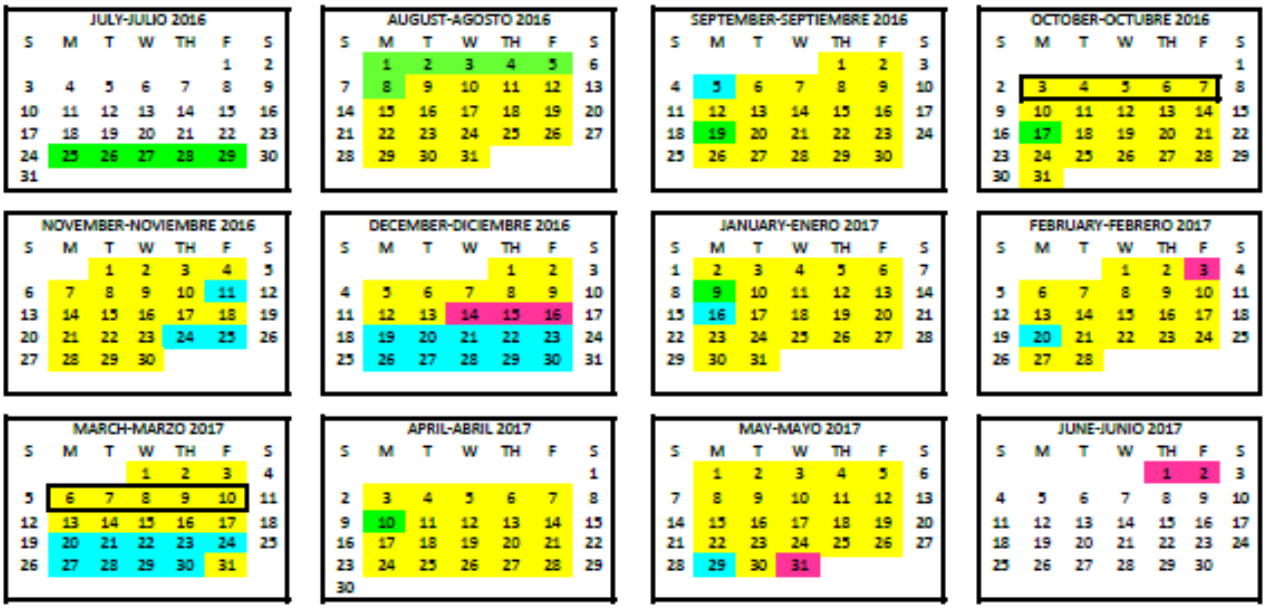
We use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. We plan to tailor the school schedule as much as possible to the calendar in Los Angeles Unified School District without compromising our academic program. We want to be respectful of those families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

Sample Instructional Days and Minutes Calculator (Ánimo Ralph Bunche School Year 2016-2017)

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Late Start Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Final Exam Days	Number of Instr. Minutes Per Final Exam Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
9	Yes	99	395	68	335	10	250	6	250	183	64800	65885	1085
10	Yes	99	395	68	335	10	250	6	250	183	64800	65885	1085
11	Yes	99	395	68	335	10	250	6	250	183	64800	65885	1085
12	Yes	99	395	68	335	10	250	6	250	183	64800	65885	1085

Sample Academic Calendar

Ánimo Ralph Bunche
Calendar/Calendario 2016-2017



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

Staff Professional Development/Preparación para Maestros Pupil Free Day/Dia Sin Estudiantes	
New Teacher Meeting/Preparación para maestros	Jul 25, Jul 26, Jul 27, Jul 28, Jul 29
Green Dot Day/Preparación para maestros	Aug 3
Staff Development Days/Días de desarrollo para maestros	Aug 1, Aug 2, Aug 4, Aug 5, Aug 8
Green Dot Days/Día de Green Dot	Sep 19, Oct 17, Jan 9, Apr 10

Holidays/Vacaciones	
Labor Day/Día de trabajo	Sep 5
Veteran's Day Holiday/Día de los veteranos	Nov 11
Thanksgiving Holiday/Día de acción de gracias	Nov 24, Nov 25
Winter Break/Vacaciones de invierno	Dec 19, Dec 20, Dec 21, Dec 22, Dec 23, Dec 24, Dec 25, Dec 26, Dec 27, Dec 28, Dec 29, Dec 30
Dr. King's Birthday/Día del Dr. King	Jan 16
Presidents' Day/ Día de los presidentes	Feb 20
Spring Vacation/Vacaciones de primavera	Mar 20, Mar 21, Mar 22, Mar 23, Mar 24, Mar 25, Mar 26, Mar 27, Mar 28, Mar 29, Mar 30, Mar 31
Cesar Chavez Day	
Memorial Day/Día de Conmemoración	May 29

Sample Bell Schedule (Daily Schedule)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Breakfast Served 7:55 - 8:15	**Student Breakfast Served** 9:00 - 9:20	**Student Breakfast Served** 9:00 - 9:20	**Student Breakfast Served** 7:55 - 8:15	**Student Breakfast Served** 7:55 - 8:15
Teacher Prep Time 8:15 - 8:25	**Teacher Prep Time** 9:20 - 9:30	**Teacher Prep Time** 9:20 - 9:30	**Teacher Prep Time** 8:15 - 8:25	**Teacher Prep Time** 8:15 - 8:25
Period 1 8:25 - 9:20	**Period 1** 9:30 - 11:05	**Period 4** 9:30 - 11:05	**Period 1** 8:25 - 10:10	**Period 4** 8:25 - 10:10
Period 2 9:25 - 10:20	**Period 2** 11:10 - 12:45	**Period 5** 11:10 - 12:45	**Period 2** 10:15 - 12:00	**Period 5** 10:15 - 12:00
Period 3 10:25 - 11:20	**Advisory** 12:50 - 1:25	**Advisory** 12:50 - 1:25	**Advisory** 12:05 - 1:10	**Advisory** 12:05 - 1:10
Period 4 11:25 - 12:20	**Lunch** 1:25 - 1:55	**Lunch** 1:25 - 1:55	**Lunch** 1:10 - 1:45	**Lunch** 1:10 - 1:45
Advisory 12:25 - 1:05	**Period 3** 2:00 - 3:35	**Period 6** 2:00 - 3:35	**Period 3** 1:50 - 3:35	**Period 6** 1:50 - 3:35
Lunch 1:05 - 1:35	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**
Period 5 1:40 -2:35				
Period 6 2:40 - 3:35				
Dismissal				

Sample Minimum Day Schedule

Minimum Day
Student Breakfast Served 7:55 - 8:15
Teacher Prep Time 8:15 - 8:25
Period 1 8:25 - 10:10
Advisory 10:15 - 10:45
Period 2 10:50 -12:35
Dismissal

Sample Master Schedule

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

9th Grade Master Schedule

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

10th Grade Master Schedule

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

11th Grade Master Schedule

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

12th Grade Master Schedule

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

TRANSITIONAL KINDERGARTEN (Not applicable to school)

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

Professional Development

Teacher Recruitment Strategy

Green Dot schools hire a diverse faculty comprised of the best teachers available. We achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate an unwavering belief in the potential of all students, are passionate about improving public education and have a growth and development mindset.

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

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

Ongoing Professional Development

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

Teacher Professional Development

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

- **Teacher Buddy Program**: Once a semester release period for teachers to observe the teaching practices of their "buddy" teacher.
- **Annual Training/Retreat**: An annual three to five day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat**: A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan for the final semester.
- **Weekly Staff Development**: A late start or early dismissal is provided each week so that a 90 minute professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school's annual strategic plan.

- **Weekly Staff Collaboration**: A late start or early dismissal is provided each week so that a 60 minute collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
- **Department Norming Days**: Department meeting to norm teaching practices.
- **Green Dot-wide Staff Development**: Green Dot-wide meeting of content teachers to share best practices.

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

Sample Teacher Professional Development Plan

Semester 1	• New Teacher Training • School Retreat • Growth Mindset • Thinking Maps & Follow-up • Power School and Power Grader • EADMS Training • Safe & Civil • Objectives Deep Dive • Lesson Plan Analysis • Data Driven Instruction Protocol • Green Dot Common Assessment Program Data Review • Buddy Observations • ILT Walk Through • Literacy PD • Inquiry based learning PD
Semester 2	• School Retreat • Semester 1 Recap • Interim Guiding Conference • Thinking Maps • Common Core Technology • Green Dot Common Assessment Program Data Review • Buddy Observations • ILT Walk Through • Safe & Civil • Parent Conferences • Green Dot Middle School Collaboration • Buddy Observations • SBAC Planning • Data and Strategic Plan Review

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

- **Reviewing Data from the Previous Year**: Reviewing school, department and individual data

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

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

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

Administrator Professional Development

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

- **Coaching**: Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- **Key Results**: Cluster Directors facilitate a Key Results session at a selected school each month. During this time, the host principal provides a focus question for the session centered on instruction. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school. Cluster Directors will follow up with each leader that attends the Key Results session in their biweekly coaching sessions to reflect upon their participation in the Key Results visit, lessons learned and applicable next steps for their school site.
- **95/5 Sessions**: Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the Cluster Directors determine are most relevant based on their coaching sessions. Cluster Directors will follow up with each leader in their biweekly coaching sessions to reflect upon their participation in the 95/5 and applicable next steps for their school site.
- **Principals Retreat**: Two day retreat for all principals and Green Dot Home Office staff. The retreat allows Principals to reflect, evaluate progress and share promising practices.
- **Administrator-in-Residence Program:** One-year on-the-job training program for new school leaders with an emphasis on instructional leadership, resource management, people management, community leadership and problem-solving.

ENGLISH LEARNERS

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3)

periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

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

EL Master Plan

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

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

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

CELDT Testing*

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

Ánimo Ralph Bunche shall notify all parents of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. A form letter will be mailed to all students and, per request, a parent conference will be held to explain and/or clarify any pending questions about testing, coursed offered or reclassification. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

* Green Dot will transition from the CELDT to the ELPAC once approved by the state of California.

Strategies for English Learner Instruction and Intervention

Teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development.

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

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

<u>Guidelines for Reclassification</u>

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

1) Earn an overall score on the CELDT of Early Advanced (EA) with no scores less than Intermediate (I).

2) Earn a score of Basic, Proficient or Advanced Proficient on the most recent English Language Arts test of the California state-standardized test or the California Modified Assessment (CMA).

3) Approval from current ELA teacher based on SOLOM and consideration of academic performance. (English teachers will be trained on how to use the SOLOM for reclassification.)

4) Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.

5) Reclassify Student as Fluent English Proficient.
   - Place dated reclassification form signed by the English teacher in the student's file.
   - Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.

6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
   - August, after California state-required test data is published.
   - January, after CELDT data is published.

7) Monitor the academic progress of RFEP students for two years.
   - If a student scores Below Basic or Far Below Basic on CMA-ELA or CA state-required test (ELA), a Tier 1, 2, or 3 intervention is initiated as appropriate.
   - Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
   - If a student is failing core academic classes, RtI monitoring will be triggered.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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

special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

  The usual file including District ID.

- Norm day
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (**Including Charter Schools**)

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of

applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Gifted and Talented Students and Students Achieving Above Grade Level

The curriculum at Ánimo Ralph Bunche will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and unit assessment data and through the Summer Bridge program. Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.[20] Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum.[21] Differentiated learning classrooms, may include AP, Honors or select elective courses, professional development for these courses may be provided during the summer, as well as throughout the school year. Additional differentiation of professional development may take place during Department meetings.

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

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

Sports, Clubs and Community Service Activities

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

Sports

Depending on student interest and sufficient fundraising, we aim to eventually offer a variety of boys' and girls' sports. Based on the operating history of other Green Dot schools, sports are offered as early as the school's first year of operation. Additional sports are offered in subsequent years based on student interest and demand. Practice and game facilities are secured through partnerships with local parks, recreation centers, and in some cases, District facilities.

Clubs

Ánimo Ralph Bunche will offer a variety of activities outside of the academic program. Depending on student interest and budgetary constraints, this may include Gay-Straight Alliance, Students Run LA (SRA LA), photography and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities. Based on the operating history of other Green Dot schools, several clubs are in the school's first year of operation and are expanded in subsequent years based on student interest and demand.

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

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

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

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

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

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

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

Sample Student School Day

Time	Activity
7:15-8:20	I arrive at school and am greeted by my principal as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 8:20, the bell rings, and our group immediately heads to Period 1 which starts at 8:25 a.m.
8:25–10:10	Arriving at English class, my English teacher greets me with a "Good morning, Maria" and handshake. Last class, we worked in small groups focusing on the analysis of two literary texts. Today, we will participate in a Socratic Seminar to share our analysis and participate in peer and self –critique. As a 10th grade student, I believe this class is preparing for me for an Advanced Placement class next year.
10:15 – 12:00	Math! It's definitely my hardest subject this year. I review the math "Do Now" on the whiteboard and begin to tackle the problem. After our class finishes the "Do Now", we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my math teacher's office hours so I can work on this with her.
12:05 – 1:10	We start Advisory reading silently for twenty minutes. Afterwards, my advisory teacher takes us through Academic Consultancy. Once per week, we review our grades on Power School to analyze any missing assignments and opportunities for improvement. I appreciate the time to catch up with my peers, especially in Math.
1:10 – 1:45	During lunch, I eat with my friends and talk about the upcoming field trip this weekend to Cal State University Northridge. I definitely need to find my counselor after school to make sure I get a permission slip.

1:50 – 3:35	It's finally time for my favorite class - Science! I've been working hard on my lab project so that my group is ready to display at the Science Fair. The Science Fair demonstrations are a part of Back to School Night so I am excited to get to share my work with others.
3:10 – 4:00	I walk to the after school program with my brother. After eating a snack, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask my math teacher who has office hours today. Around 4:00 p.m., I head home to enjoy some family time.

Dissemination of Practice

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

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

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

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

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

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

Measurable Student Outcomes (The extent to which all pupils demonstrate attainment of the skills, knowledge, and attitudes specified as goals in the school's educational program)
Ánimo Ralph Bunche is using the same model as Green Dot's other charter schools, all of which are performing above comparable public schools on key performance metrics. Green Dot expects Ánimo Ralph Bunche to perform at similar levels as other Green Dot schools. As described previously, Ánimo Ralph Bunche expects to graduate students that will be prepared for college, leadership and life.

Ánimo Ralph Bunche students will be:

College-Directed Learners • Able to think critically and analytically to understand complex concepts across the curriculum • Meeting A-G requirements and prepared for college • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways	**Cultural Learners** • Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
Innovative Leaders • Able to model ethical behavior through involvement in school functions, clubs and committees • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process	**Life-Long Learners** • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology, including emerging technologies • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

MEASUREABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Ánimo Ralph Bunche's Goals, Actions and Services from its Local Control and Accountability Plan

LCFF STATE PRIORITIES	
GOAL #1	
Provide for Basic Services	Related State Priorities: ☒ 1 ☐ 4 ☐ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Outcome 1:

- *All teacher candidates screened for employment will hold valid a CA Teaching Credential with appropriate EL authorization*
- *Green Dot Human Resources department will regularly review credential status*
- *Administrators will check teacher credentials before developing the school's master schedule*

Outcome 2:

- *All ELA and Math "Course at a Glance" materials and curriculum maps will be aligned to CA Common Core State Standards*
- *Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development*
- *Appropriate allocations will be made for standards-aligned materials in the school budget*
- *School will utilize diagnostic and summative/formative assessment data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs*

Outcome 3:

- *Charter School will design its master schedule to meet the needs of all its students*
- *Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed*
- *Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum*

Outcome 4:

- *Administrators and counselors will assess student needs to inform master schedule*
- *School will employ at least 1 teacher credentialed to teach PE*

Outcome 5:

- *Administrators and counselors will assess student needs to inform master schedule*
- *School will employ at least 1 teacher credentialed to teach VAPA elective*

Outcome 6:

- *Daily general cleaning by custodial staff will maintain campus cleanliness*
- *Regular facility inspections and audits will screen for safety hazards*
- *Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate*

Expected Annual Measurable Outcomes

Outcome #1: *Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching*
Metric/Method for Measuring: *Percent of credentialed teachers*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	93%	100%	100%	100%	100%	100%

Outcome #2: *Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition*
Metric/Method for Measuring: *Percent of ELA and Math teachers using standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: *Students will have access to the educational program as outlined in the school's charter petition*
Metric/Method for Measuring: *100% of high school courses will be reviewed and approved in the Green Dot Course Catalog* and *Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #4: *Students will participate in at least one year of Physical Education throughout their high school career*
Metric/Method for Measuring: *School will offer at least one Physical Education course offering*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	2	1 or more	1 or more	1 or more	1 or more	1 or more

Outcome #5: *Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career*
Metric/Method for Measuring: *School will offer at least one visual and performing art (VAPA) elective*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	2	1 or more	1 or more	1 or more	1 or more	1 or more

Outcome #6: *School facilities are maintained in good repair*
Metric/Method for Measuring: *90% in good or exemplar repair*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	95%	90% or more	90% or more	90% or more	90% or more	90% or more

GOAL #2

Proficiency for All

Related State Priorities:
☐ 1 ☒ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Outcomes 7, 8, 9:

- *All classroom instruction will be conducive to student learning in adequate learning environments*
- *Students will have access to appropriate CCSS/CA content standards aligned instructional materials*
- *Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement a standards-aligned curriculum*
- *Classroom instruction will incorporate testing strategies in preparation for the CA MAPP*
- *Formative and summative assessments will be used to measure student learning in core subject areas*

Outcomes 10, 11:

- *Annual CELDT results will be tracked*
- *Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction*
- *Teachers will use SDAIE and ELD instructional strategies*
- *Teachers will be provided with ELD professional development*
- *The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports*
- *The Green Dot Education Team will review progress of ELD students once per year at a program review*

Expected Annual Measurable Outcomes

Outcome #7: *Increase the percent of students scoring Level 3 and above on SBAC ELA assessments*
Metric/Method for Measuring: *Percent of students scoring Level 3 or above on SBAC*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Benchmark[22]	Benchmark +1%	Benchmark +2%	Benchmark +3%	Benchmark +4%	Benchmark +5%

Outcome #8: *Increase the percent of students scoring Level 3 and above on SBAC Math assessments*
Metric/Method for Measuring: *Percent of students scoring Level 3 and above on SBAC*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Benchmark[23]	Benchmark +1%	Benchmark +2%	Benchmark +3%	Benchmark +4%	Benchmark +5%

Outcome #9: *School will meet the annual API Growth Target or equivalent*
Metric/Method for Measuring: *API Growth Target or equivalent*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	N/A[24]	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed

Outcome #10: *Increase the percent of EL students who reclassify as Fully English Proficient*
Metric/Method for Measuring: *Percent of EL students who reclassify as Fully English Proficient*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	22.9%	22.9% +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

Outcome #11: *Increase the percent of EL students scoring "Early Advanced" and "Advanced" on the California English Language Development Test ("CELDT") annual assessment*
Metric/Method for Measuring: *Percent scoring "Early Advanced" or "Advanced"*

[22] Benchmark data is not currently available.
[23] Benchmark data is not currently available.
[24] API was not calculated for the previous school year.

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English Learners	42%	42% +/-5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

GOAL #3

Prepared for college, leadership, and life

Related State Priorities:

☐ 1 ☒ 4 ☒ 7
☒ 2 ☒ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Outcome 12:

- *Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course Catalog*
- *Students will meet with counselors to identify an A-G pathway suited to their needs*

Outcome 13:

- *A recommended application process is provided to all schools to ensure that all students have access to AP courses*
- *Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams*

Outcomes 14, 15:

- *EAP prep will be incorporated into the 11th grade curriculum*
- *All 11th graders will take EAP exams as part of the A-G pathway*

Outcome 18:

- *Students will attend regular meetings with their school counselors to discuss pathways and requirements*
- *Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed*
- *Student intervention after high truancy or absenteeism*
- *Students not meeting the attendance standard will be entered into the SART process*

Outcome 19:

- *Parents/guardians will be notified of graduation requirements*
- *Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed*
- *Progress reports will be sent home to parents/guardians; conferences are scheduled when needed*
- *Students not meeting the attendance standard will be entered into the SART process*
- *School will provide access to credit recovery as needed*

Expected Annual Measurable Outcomes

Outcome #12: *Increase the percent of graduates that successfully complete A-G course requirements*
Metric/Method for Measuring: *Percent of graduates completing A-G requirements*

APPLICABLE STUDENT GROUPS[25]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	43%	Greater than 43%	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
Socioecon. Disadv./Low Income Students	43%	Greater than 43%	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
Latino Students	43%	Greater than 43%	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year

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

[25] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.

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

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	89%	89 +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Socioecon. Disadv./Low Income Students	89%	89 +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Latino Students	89%	89 +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%

Outcome #14: *Increase EAP passage rates – ELA*
Metric/Method for Measuring: *Percent of students passing EAP*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Benchmark[26]	Benchmark +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%

Expected Annual Measurable Outcomes

Outcome #15: *Increase EAP passage rates – Math*
Metric/Method for Measuring: *Percent of students passing EAP*

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Benchmark[27]	Benchmark +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%

Outcome #18: School will maintain low cohort dropout rates
Metric/Method for Measuring: *Cohort dropout rate*

APPLICABLE STUDENT GROUPS[28]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	14%	Lower than 14%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
English Learners	21%	Lower than 21%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	14%	Lower than 14%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	14%	Lower than 14%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year

Outcome #19: Increase graduation rate
Metric/Method for Measuring: Graduation rate

APPLICABLE STUDENT GROUPS[29]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	83%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
African American Students	83%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%

[26] Benchmark data is not currently available.
[27] Benchmark data is not currently available.
[28] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.
[29] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.

Socioecon. Disadv./Low Income Students	83%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
Latino Students	77%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%

GOAL #4

Focus on school culture	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Outcome 16:

- *School will provide a safe, nurturing and engaging learning environment for all students, including those of the various subgroups enrolled*
- *Parents/guardians and families will be engaged throughout year*
- *School will recognize perfect attendance and students who achieve 95%+ attendance*
- *Students not meeting the attendance standard will be entered into the SART process*

Outcome 17:

- *Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student Handbook*
- *Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed*
- *Student intervention after high truancy or absenteeism*
- *Students not meeting the attendance standard will be entered into the SART process*

Outcomes 22, 23:

- *School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc.*
- *School will promote positive behavior supports*
- *School will implement consistent classroom behavior expectations school-wide*
- *Administrators and the Safe & Civil team will regularly review real-time discipline data and reports*
- *Families will be involved in the educational process*
- *School prohibits suspension for willful defiance*
- *Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually*

Expected Annual Measurable Outcomes

Outcome #16: *School will maintain a high Average Daily Attendance ("ADA") rate*
Metric/Method for Measuring: *ADA rate*

APPLICABLE STUDENT GROUPS[30]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	97%	90% or more	90% or more	90% or more	90% or more	90% or more
English Learners	97%	90% or more	90% or more	90% or more	90% or more	90% or more
Socioecon. Disadv./Low Income Students	98%	90% or more	90% or more	90% or more	90% or more	90% or more
Students with Disabilities	98%	90% or more	90% or more	90% or more	90% or more	90% or more

[30] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.

Latino Students	97%	90% or more	90% or more	90% or more	90% or more	90% or more

Outcome #17: *School will decrease student chronic absenteeism rate*
Metric/Method for Measuring: *Chronic absenteeism rates*

APPLICABLE STUDENT GROUPS[31]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	6%	Lower than 6%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
English Learners	10%	Lower than 10%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	6%	Lower than 6%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Students with Disabilities	4%	Lower than 4%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	6%	Lower than 6%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year

Outcome #22: *School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less*
Metric/Method for Measuring: *Suspension rate*

APPLICABLE STUDENT GROUPS[32]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	5%	5% or less	5% or less	5% or less	5% or less	5% or less
English Learners	9%	Lower than 9%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	5%	5% or less	5% or less	5% or less	5% or less	5% or less
Students with Disabilities	8%	Lower than 8%	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	5%	5% or less	5% or less	5% or less	5% or less	5% or less

Outcome #23: *School will maintain a low annual expulsion rate*
Metric/Method for Measuring: *Expulsion rate*

APPLICABLE STUDENT GROUPS[33]	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	0.0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
English Learners	0.0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Socioecon. Disadv./Low Income Students	0.0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Students with Disabilities	0.0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Latino Students	0.0%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%

GOAL #5

[31] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.
[32] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.
[33] Applicable subgroups defined as subgroups with a statistically significant sample size for the 2015-2016 LCAP.

Parent, Student and Community Engagement	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☒ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Outcome 20:

- *Charter School will ask for parent volunteers to serve on the SAC*
- *Charter School will offer volunteer hours for interested parents*

Outcome 21:

- *Charter School will have a Parent Coordinator who plans activities and manages communications with parents/guardians*
- *School will host at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal)*
- *School will offer Parent University/trainings for interested families*

Outcome 24:

- *Schools will seek student and parent feedback regularly during the school year*
- *Families will continue to be involved in all key school operations*
- *School will communicate frequently with students and parents on school-related matters and student/school performance*
- *School will host events to develop school pride (e.g., open houses, community events)*

Expected Annual Measurable Outcomes

Outcome #20: *At least 2 parents will serve on the School Advisory Council ("SAC")*
Metric/Method for Measuring: *Number of parents on SAC*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Met target	At least 2 parents	At least 2 parents	At least 2 parents	At least 2 parents	At least 2 parents

Outcome #21: *At least 2 parent activities or events will be held per semester*
Metric/Method for Measuring: *Number of parent activities*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Met target	At least 2 activities	At least 2 activities	At least 2 activities	At least 2 activities	At least 2 activities

Outcome #24: *Students, families and the school community will feel a sense of connectedness*
Metric/Method for Measuring: *School survey, at least 80% of responders would recommend this school to a friend*

Applicable Student Groups	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	98%	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%

Measuring Pupil Outcomes: Student Assessments

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

- ***Placement exams****:* All incoming enrolled students are given placement exams in order to determine proficiency levels in math and reading. Comparable tests are given at the end of the year to measure progress. The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CELDT is administered annually until students are designated English fluent.
- ***State-Required Standardized Tests****:* All state-required tests are given and analyzed closely. 8th grade scores for incoming 9th grade students are gathered after enrollment so that data can inform instructional practice.
- ***Green Dot Common Assessment Program****:* Green Dot schools will use unit assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. These assessments may be developed internally or may be developed by nationally-normed assessment providers such as: Glencoe and Carnegie Learning. Assessment vendors are subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.
- ***Traditional Classroom Assessments****:* Quizzes, essays, projects and exams are delivered regularly in classes.
- ***Other Assessments:*** Students are also measured regularly in non-curricular areas such as class attendance and discipline.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

STANDARDIZED TESTING

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

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

Ánimo Ralph Bunche will establish targets for ELA and Math on the SBAC Common Core assessment once baseline data is received from the 2014-15 administration of the test. LCAP goals and targets may be adjusted based on the school's annual update and reflection on prior year academic achievement. Ánimo Ralph Bunche will strive to achieve targets and expects to be held to the same accountability standards as District schools.

Measuring Progress Towards Outcomes: Formative Assessment

All students will be held accountable to the Common Core standards and CA State standards and supported to reach the Green Dot objectives for performance. Ánimo Ralph Bunche will use unit assessments aligned to benchmark student progress in core areas including English, Math, Science and History. This program includes pacing guides, exams, data reports and analysis of student scores. The goals of the program are listed below:

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

Assessment Tools

Subject Area	Aligned State Standards	Assessment Tool	Time(s) Given
English Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Scholastic Reading Inventory * (summative)	Summer Bridge & 2 times per year
		Green Dot Common Assessment (unit)	6-8 times per year
		Timed Writing (formative & summative)	2 times per year
		ELA SBAC (summative)	Spring
English Language Development	- Students will gain increasing control of the ability to understand, speak, read and write in English	Home Language Survey (formative)	Summer Bridge
		CELDT (formative)	Summer Bridge
		& 2 times per year * (formative & summative)	Throughout school year
		EDGE* (formative & summative)	Throughout school year
History/ Social Studies	- Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view - Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American History	Green Dot Common Assessment (unit)	6-8 times per year
		Glencoe* History / Teacher Created Tests (formative)	Throughout school year
Mathematics	- Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers - Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data - Students conceptually understand and work with ratios and proportions - Students will demonstrate ability to manipulate numbers and equations - Students will make conversions between different units of measurement - Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations	Green Dot Math Diagnostic (formative)	Summer Bridge
		Green Dot Common Assessment (unit)	6-8 times per year
		Carnegie Math/Teacher Created Tests (formative)	Throughout school year
		Math SBAC (summative)	Spring
Science	- Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Green Dot Common Assessment (unit)	6-8 times per year
		Teacher Created Tests (formative)	Throughout school year

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

Ánimo Ralph Bunche agrees to the following:

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

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

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

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

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

Data Analysis and Reporting

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

Comparison Schools

Ánimo Ralph Bunche will analyze the school's academic performance by using publicly available data to compare the academic achievement of its students to the academic achievement of comparison District schools, and ensure that Ánimo Ralph Bunche is also serving similar demographic characteristics as LAUSD neighborhood schools.

Role of Data to Monitor and Improve the Academic Program

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

Ánimo Ralph Bunche will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 9th graders take placement exams (one in reading, and one in math) during the summer. The reading test is the Scholastic Reading Inventory and this test determines a student's lexile level so that Ánimo Ralph Bunche can determine which students are reading at a Basic, Below Basic, or Far Below Basic level. The Green Dot Math Diagnostic test is used to determine Algebra readiness. Students who score Basic, Below Basic, or Far Below Basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who Basic, Below Basic, or Far Below Basic on the math assessments may be placed in a course specially designed to support them in their math classes.

Ánimo Ralph Bunche staff will also use data from state assessments, diagnostic assessment (e.g. Read 180, Math Diagnostic) and classroom assessments on a quarterly basis to inform instruction and student placement. Ánimo Ralph Bunche will use all of these indicators to monitor student growth and school progress. Teacher recommendations of student performance the prior year may contribute to the placement of students. Should a parent or student question their academic placement in a course, a parent conference will be held to review applicable data with an administrator, counselor and/or teacher. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Administrators may provide professional development for the whole school or individual departments on grading practice based on needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

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

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

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

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

- ***PLAN: Setting measurable standards and goals***: Staff has identified what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and

graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

- ***DO: Linking standards to curriculum and assessment***: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.
- ***STUDY: Measuring student performance and monitoring progress toward goals***: Progress is objectively measured by the annual statewide assessments for each grade. Classroom teachers may also measure achievement using the interim benchmark assessments and classroom performance assessments. Progress is communicated to parents on a regular basis. Progress reports are issued quarterly and parents have daily access to student grades on PowerSchool.
- ***ACT: Using the data to identify strengths and areas of improvement***: Staff will set baseline expectations for incoming students (e.g., information from previous assessments), recommend additional support if needed, administer all assessments, including school, district, and state-required testing (e.g., state-required tests, proficiency tests), develop evaluative comparisons with similar populations using disaggregated data, set priorities for professional development, and assist with the allocation of resources.

In addition, Ánimo Ralph Bunche will have a performance scorecard developed by Green Dot in order to measure the performance of all stakeholders in the school. The scorecard includes teacher, parent and student surveys, which are part of the matrix shown below:

Matrix of Evidence to Improve Pupil Learning

	Measure	Analyze	Develop Action Plan and Set Goals
Students	• State Tests • Classroom Projects and Grades • Attendance • Retention Rate • Disciplinary Actions	• Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area	• Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually
Teachers	• Teacher Performance Evaluations • Student Performance in Individual Classes • Teacher Satisfaction Surveys from Students • Teacher Retention	• Identify strengths & opportunity areas for each teacher • Compare with previous scorecards • Analyze "life cycle of teachers" to identify breakdowns (recruiting, staff development, etc.)	• Create plan for improvement in low performing areas • Set targets for next academic year
Parents	• Attendance at School Parent Meetings	• Compare with previous years and across Green Dot • Identify internal and external forces affecting performance	• Create plan for improvement in low performing areas • Set targets for next academic year

Principal / Admin.	• Student Performance • Student Satisfaction • Teacher Performance • Teacher Satisfaction • Fiscal Management • Parent Satisfaction • Cluster Director Evaluation	• Compare with previous years, across Green Dot & similar schools	• Create plan for improvement in low performing areas • Set targets for next academic year
Green Dot Management	• Academic Performance at Individual Schools • Staff Performance and Retention • Organizational Culture • Operations and Fiscal Management	• Compare with previous years and targets set by Board	• Create plan for improvement in low performing areas • Set targets with Board for next academic year

Identification of Who will be Accountable for Student Progress
Green Dot's governing board will hold the principal of Ánimo Ralph Bunche ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Ánimo Ralph Bunche staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at Ánimo Ralph Bunche will be based upon constant reflection and improvement.

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

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

Grading, Progress Reporting and Promotion/Retention
Ánimo Ralph Bunche is committed to providing a standards-based education for each of its students, and exhausting our resources to provide academic intervention to support achievement at or beyond proficiency for all students.

Grading
Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and review the grading policy with the school site principal for approval. As with other Green Dot schools, Ánimo Ralph Bunche's Principal will work with teachers and departments to align grading policies across the school site. Rubrics for individual assignments may vary by teacher, department or school site. Grading weights and/or percentages may be

established by school-wide or by individual departments to reflect departmental priorities (e.g. Laboratory experiments, writing assignments, etc.). Each school and course generally adheres to the following standard grading policy:

1) Students are given letter grades for assignments
   - A = superior work, the student consistently excels in quality of work
   - B = above average work, the student maintains a good standard of work
   - C = average work, the students does expected work at a moderate level of achievement
   - D = below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction.
   - F = student does not meet minimum requirements; no credit is given.
   - The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".

2) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A "typical" class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

Parent Communications

Parent-Student-Teacher Conferences

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

Progress Reports

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

Report Cards

Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's transcript.

Promotion/Graduation and Retention

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

Students who are not prepared to exit a grade level are not permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child.

The following criteria will be considered for promotion:

1) Attendance
2) Course Grades

Graduation Requirements

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

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

The A-G requirements are the minimum requirements for admission into the California State University or University of California system.

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

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

Element 4: Governance

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

GENERAL PROVISIONS

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

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

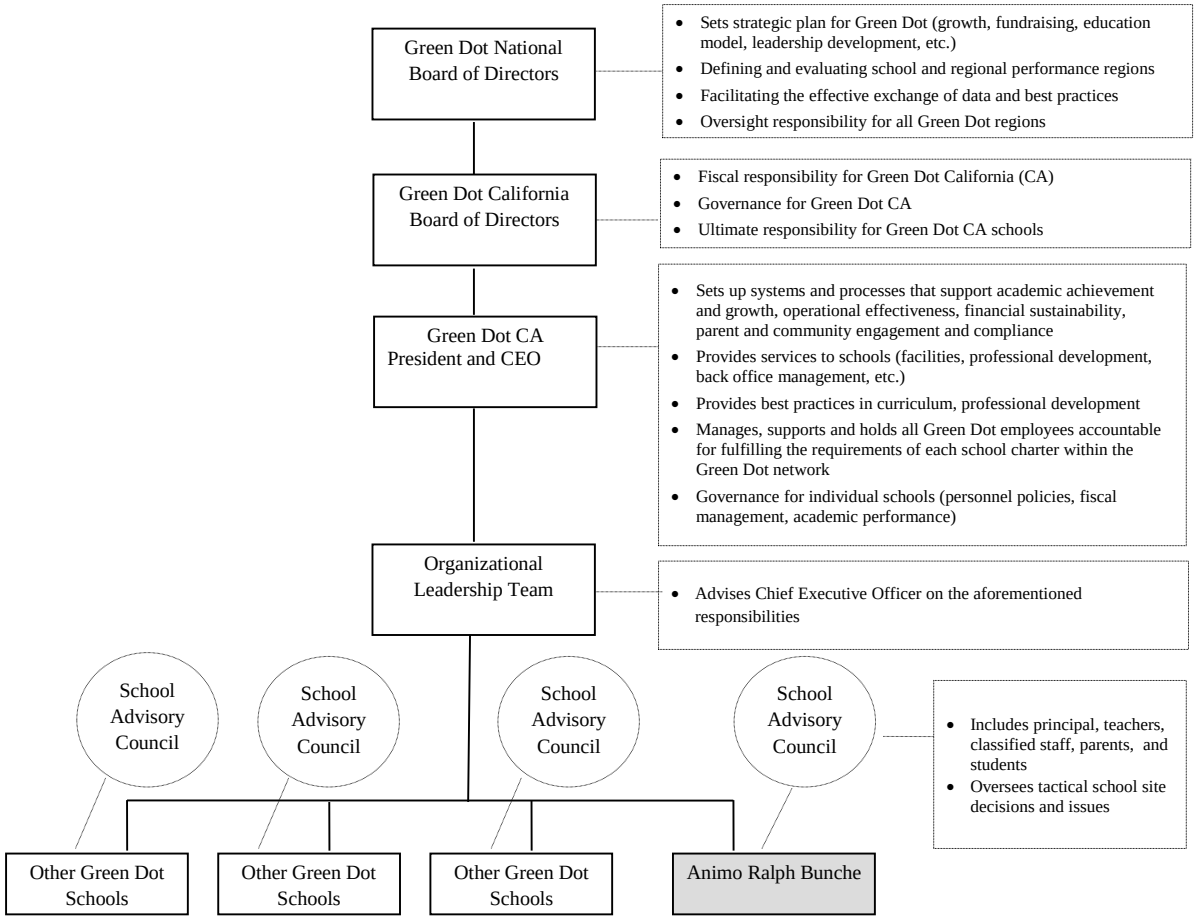
Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting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

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

Nonprofit Public Benefit Corporation

Ánimo Ralph Bunche is an independent charter school governed by Green Dot Public Schools California ("Green Dot California"), a nonprofit public benefit corporation operated per Education Code section 47604. Green Dot California is governed by the Green Dot California's Board of Directors ("Board" or "California Board" or "California Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Green Dot Public Schools National ("Green Dot National") oversees all of its regions and schools, and is governed by the Green Dot National's Board of Directors ("National Board" or "National Board of Directors"). Ultimate responsibility for the governance of Ánimo Ralph Bunche will rest with the California Board of Directors.

Green Dot Governing Structure



Green Dot California Board Membership

California Board members are designated by the National Board based upon nominations by an existing California Board member or by a National Board member. The California Board frequently discusses additions to its membership based on the need to add expertise and/or balance representation of the communities served by Ánimo Ralph Bunche and other Green Dot California schools. Once a person is nominated for appointment to the California Board, the California Board undergoes a thorough review process including reviewing the nominee's professional background, community involvement, and commitment to Green Dot's mission. The California Board then submits its recommendation to the National Board. To be confirmed, nominees must be vetted and approved by the National Board. California Board members generally start with one-year terms; after that, they are up for reappointment every two years with no limitation on total terms. The National Board can, by majority vote of the quorum needed to transact business, elect to remove a California Board member if it deems that the California Board member fails to uphold the values of the Green Dot organization. The California Board, by a majority vote of the California Board members then in office, may remove a California Board member with the written consent of the National Board. In addition, the California Board, by resolution, may declare vacant the office of a California Board member who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

California Board Authority

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

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

The California Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which schools are established. The California Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the California President and Chief Executive Officer and the Chief Academic Officer, any of those duties, as permitted by law and the Board's Bylaws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the appropriate entity or persons (including, but not limited to, OLT members) designated by the Board; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of California Board members at a meeting compliant with the Brown Act.

Board Meetings

The entire California Board meets on at least a quarterly basis. All Board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both on the Green Dot website and physically in schools' main offices). For all regularly scheduled meetings, an agenda will be posted 72 hours in advance, on the main entrance of the Green Dot Home Office at 1149 S. Hill St., Ste. 600, Los Angeles, CA 90015. Board actions are recorded in meeting minutes and copies made available to the public via the Green Dot website. The public may request Board records by calling Green Dot's Home Office at (323) 565-1600 or via email at info@greendot.org.

Quorum and Motion Requirements

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

Board Action (Voting) Requirements

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

Abstention

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

Teleconference Meetings

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

1. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the jurisdictional boundaries of the school districts that have approved charters operated by the Board;
2. All votes taken during a teleconference meeting shall be by roll call;
3. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location, one of which shall be located within the jurisdictional boundaries of the District when discussing or transacting business of a charter authorized by the District; and
6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be

prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

Organizational Leadership Team

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

The OLT includes leaders that are Cluster Director-level and above (e.g., Chief Executive Officer, Chief Academic Officer, and Chief Financial Officer). The OLT meets weekly to focus on key issues dealing with Ánimo Ralph Bunche and other Green Dot California schools. OLT members meet with the principal on at least a monthly basis to discuss topics such as: school performance, student academic success, school operations, financial management, reporting, etc. This regular feedback helps ensure that Ánimo Ralph Bunche meets its targets and is continually improving.

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

Dr. Cristina De Jesus is the President and Chief Executive Officer of Green Dot California, who generally supervises, directs, and controls the business and officers of Green Dot California, subject to the control of Green Dot's Board of Directors. She has been a member of the Green Dot Team since 2002, and served as Green Dot's Chief Academic Officer between 2014 and 2008.

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

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

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

Annette Gonzalez – Chief Academic Officer

Annette Gonzalez serves as the Chief Academic Officer of Green Dot, who assumes the responsibilities of the President in the President's absence. The Chief Academic Officer oversees all of Green Dot's academic programs, curriculum development, human capital, and training programs for administrators and teachers and leads the charge to create Green Dot's nationally-recognized teacher development and evaluation system. The Chief Academic Officer also oversees school operations, human resources, IT, and data systems. The Chief Academic Officer also plays an integral role in the collaboration with Green Dot's Board and Green Dot's teachers' union.

She was previously the Vice President of Education for Green Dot. Working with the Cluster and Curriculum Directors, she is responsible for oversight and support of Green Dot's 21 schools, the development of curriculum and assessments, coaching services for teachers, and the organization-wide transition to the Common Core.

Annette spent the last five years as a Cluster Director, coaching six Green Dot principals in the Lennox, Inglewood and South Los Angeles communities. As a Cluster Director, Annette worked with four Green Dot high schools and two middle schools that opened in the Fall of 2011 through the Public School Choice process on the former campus of Henry Clay Middle School. Prior to becoming a Cluster Director at Green Dot, Annette was the principal of Ánimo Inglewood Charter High School, where she was also an Assistant Principal and the founding ninth grade English teacher.

Composition of Green Dot California Board of Directors

The Board of Directors of GDPSC is responsible for major strategic and policy decisions related to GDPSC schools as well as ensuring the organization's financial sustainability. Key tenets of the Board's philosophy are students-first decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders. GDPSC Board Members have a range of expertise, but a common commitment to improving educational outcomes for students in low-income, high need communities. Board member are limited to one-year terms in the board member's first term, and then extended to two-year terms thereafter. Board members must be re-elected at the end of each term. New candidates nominated to the GDPSC's Board in the future will be reviewed based on their professional background, community involvement and commitment to GDPSC's mission to prepare students for college, leadership and life.

Kevin Reed

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

Reed's career has engaged him in a broad range of legal issues — from authoring billions of dollars in voter-approved school bond measures, to defending the use of a probabilistic seismic hazard model to estimate earthquake losses, to election law, to employment, labor and government law. He led collective

bargaining at LAUSD and was a principal architect of a pathbreaking "pilot school" agreement with the LAUSD teacher's union. His career has focused on constitutional issues and civil rights, from his days litigating police abuse and housing discrimination cases to his work with the school district's historic efforts to relieve overcrowding at schools in low-income neighborhoods, to his current work advising the UCLA senior leadership in their efforts to foster diversity and create opportunities for underrepresented minorities in one of the nation's premier public universities.

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

Louis Gomez

Louis Gomez is Department Chair of Education at University of California, Los Angeles's Graduate School of Education & Information Studies. He is also Professor of Urban Schooling and Information Studies, and holds the MacArthur Chair in Digital Media and Learning in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Gomez is also a Senior Fellow at the Carnegie Foundation for the Advancement of Teaching. His research interests encompass Improvement Science in Education, the application of computing and networking technology to teaching and learning, applied cognitive science and human–computer interaction. Gomez holds a bachelor's degree in Psychology from the SUNY-Stony Brook and the doctorate in cognitive psychology from UC Berkeley.

Dr. Jon P. Goodman

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

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

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

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

Dennis Miller
Dennis Miller has spent the last 25 years operating at the intersection of media and technology. Most recently, he advised Lionsgate on their digital strategy and their investment in TVGN, a fully distributed cable network through its sale to CBS.

From 2005 to 2012, Mr. Miller was a General Partner at Spark Capital, a company that invested in many notable businesses. From 2000 to 2005, Mr. Miller was Managing Director for Constellation Ventures, the venture arm of Bear Stearns. There he led investments in TVONE, College Sports Network, Widevine, K12 and Capital IQ.

From 1998 until 2000, Mr. Miller served as Executive Vice President of Lionsgate Entertainment, the leading independent film and television company in the United States. From 1995 until 1998, Mr. Miller was the Executive Vice President of Sony Pictures Entertainment, a subsidiary of Sony Corporation of America and a global motion picture, television and entertainment production and distribution company with operations in 140 countries, where he oversaw the network, cable, syndication and online businesses of the company, domestically and globally. From 1991 to 1995, Mr. Miller was Executive Vice President of Turner Network Television. Mr. Miller began his career in the entertainment and tax department of the law firm of Manatt, Phelps, Rothenberg and Tunney.

Mr. Miller also serves on the Board of Directors of Radio One Inc. (ROIA), Nexstar (NXST) and Canaccord.

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

Mr. Scranton was a principal in the Atlantic Advisory Group concentrating on strategic alliances, process management and raising capital for high tech and internet companies. He has been involved with digital content, online financial services and wireless initiatives. Previously, Mr. Scranton developed a company that provided policy analysis via the Web and advised edutainment companies, based on more than a decade of experience in the entertainment industry.

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

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

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

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

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

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

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

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

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

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

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

School Advisory Council
The SAC develops, maintains, and reviews a Single School Plan, reviews the school's strategic plan, monitors its implementation throughout the year, and provides numerous opportunities for students and parents to contribute to the school's operations and growth. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar.

The SAC meets monthly when school is in session and is led by the principal. All regular and special meetings of the SAC are open to the public. The SAC also includes teachers, classified staff members, parents, and students. Teachers and classified staff members are nominated or volunteer to serve on the SAC. Students are selected from the school's Student Council. Elections for staff and students, as well as appointments or elections for parent membership, are held/made prior to July 1 of each year.

Parent Involvement and Communication
Parents are integral contributors to the educational process, and their perspectives are sought to develop school policies and address school issues. Outside of the School Advisory Council (SAC) and the District English Language Advisory Council, all other parent meetings are informative and open to all parents. Communication with parents, in both English and Spanish, about school programs and events occurs regularly and through a variety of channels, such as: parent-teacher conferences, open houses, parent information nights, newsletters, flyers, postings at the school, the school website, and phone messages. Green Dot also offers volunteer hours for parents to encourage parents to be involved in their students' educational experience. Opportunities to volunteer on campus include, but are not limited to parent shadows of classroom instruction, office support, attending parent workshops, chaperoning field trips and college tours, and participating on the SAC.

Services Provided by Green Dot Public Schools

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

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

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

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

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

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

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

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

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

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

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

Curriculum Development

As discussed above, Green Dot's Education Team has developed a menu of curriculum options to be used by each Green Dot school. The recommended curriculum will 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 schools' curriculum and ensure that the curriculum is being delivered effectively. In addition, the Education team will provide Ánimo Ralph Bunche with a plan to assess student achievement and growth.

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

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

Professional Development

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

Fundraising

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

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

Budgeting

The Green Dot Home Office will assist Ánimo Ralph Bunche in developing the school's annual budget. The Principal will have the best visibility into where resources are needed most at his/her school and provides critical guidance to Green Dot in the budget creation process. The Principal will include Assistant Principals, department heads, and teachers in the budgeting process. The School Advisory Council is given monthly updates on the budget throughout the year and provides guidance on spending plans. Ultimately, it is the School Advisory Council that votes to recommend the final budget to the Green Dot Board of Directors. During the school year, the principal will be given flexibility to make certain trade-offs between line items in his/her budget, but is not allowed to increase the overall size of his/her budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases (over $5,000) cannot be made without Green Dot Home Office authorization. Staff at Green Dot responsible for financial administrative function have the following minimum qualifications: 1) a Bachelor's degree and 2) an advanced degree in the fields of business, accounting or financial management (ex. Master of Business Administration); or 3) a recognized professional certification in the field of accounting or financial management, such as a CPA (certified public accountant) or CFA (chartered financial analyst); or 4) a minimum of 10 years of experience in Accounting or Finance.

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

On a monthly basis, principals will meet with their Business Mangers to review budgets and actuals. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

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

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

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

Daily Service:

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

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

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

Job Descriptions

Principal Job Description

- Hire and develop school staff (certificated and classified).
- Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school.
- Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff.
- Evaluate the performance of teachers and other school employees and counsel them on their individual development.
- Mold student discipline policies to meet unique student population needs.
- Direct financial and human resources at the school site.
- Responsible for school budgetary planning and business operations.
- Work closely with parents and the community at large.
- Initiate and implement community support and advisory groups.
- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Assistant Principal Job Description

- Serve as administrator and integral part of the instructional leadership of the school, direct and supervise the curriculum and guidance program of the school.
- Responsible for student discipline and attendance.
- Evaluate and supervise school curriculum and instruction program with the all departments.

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

Teacher Job Description

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

Athletic Director Job Description

- Oversee the athletic budget.
- Oversee all athletic transportation.

- Oversee all athletic scheduling.
- Oversee the Civic Center Program (rental of athletic facilities to outside organizations).
- Attend all Coliseum and CIF meetings.
- Coordinate supervision at all athletic events.
- Help to manage and maintain sports equipment.
- Maintain the school's student management policies and report to the school administrators when necessary.
- Work with other teachers and administrators to address and resolve student issues.
- Actively recruit athletes from the Locke Family of Schools for athletic participation.
- Organize athletic department meetings, athletic banquet(s).

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

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

Counselor Job Description

- Provide individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP).
- Work collaboratively with School's SST, School Psychologist and other support personnel to ensure student success.
- Create and implement curriculum with regards to Advisory, college readiness, and career readiness courses.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e., student recruitment).

School Operations Manager Job Description

- Manages school operations team; sets both performance and development goals for the Parent Coordinator and Office Assistant; collaborates with the broader Green Dot school operations staff learning community, including other School Operations Managers, to drive operational best practices across the region
- Oversees procurement and purchasing for the school including placing orders, inventorying items received and handling returns/exchanges. Manages cash receipts, deposits, payroll, staff reimbursement forms and substitute teacher tracking; coordinates with Green Dot's Finance & Accounting Team to ensure effective implementation of financial policies; provides assistance to the Principal with budget management
- Manages the student information system and attendance reporting and intervention process; coordinates with Green Dot's Knowledge Management Team with regards to data audits and

reporting; ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community
- Oversees the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health
- Manages routine maintenance requests for school in Green Dot's work order system, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Green Dot's Facilities Team to implement school facility projects
- Manages enrollment cycle at the school and admissions and enrollment database with support from Green Dot's Operations Team, including student recruitment, lottery and waitlist management and parent enrollment orientations
- Manages school safety processes and compliance including administering trainings, coordinating drills and safety audits and liaising with security vendor; partners with Principal and Green Dot's Security Team to respond to emergencies
- Plans and coordinates logistics for school events and activities as needed, including back to school nights and parent conferences/meetings; coordinates with bus company for regular and field trip transportation
- Ensures compliance requirements are completed on time
- Oversees other tasks or special projects as needed

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

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

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

Credentials, Requirements, and Qualifications of Staff

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

Principal's Experience & Education Qualifications

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

Assistant Principal's Experience & Education Qualifications

- A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience as an assistant principal is preferred but not required.
- Experience working in an urban school setting.
- Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- Prior administrative experience is a plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- California Clear single-subject or multiple subject teaching credential.
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.
- Valid CA Administrative Credential (or in the process of obtaining one) or comparable out of state credential which is transferrable.

Teacher's Experience & Education Qualifications

- Bachelor's degree.
- California multiple subject* or single-subject intern, preliminary or clear credential. (*Applicants with multiple-subject credentials are required to obtain single-subject credentials or subject-matter authorizations.)

- Specialized Special Education credentials, as appropriate.
- Excellent collaborative and organizational skills.
- Excellent verbal and written communication skills.
- A strong ethical base and self-awareness.
- Relentless commitment to and high standards for high quality execution.
- Passionate with a high level of personal responsibility towards ambitious goals.
- Strong sense of integrity, ethics, and drive to achieve and grow.
- Humility, sense of humor and rock-solid commitment to Green Dot's mission and the communities we serve.
- Bilingual (English/Spanish) highly desirable.

Athletic Director's Experience & Education Qualifications

- Bachelor's Degree.
- California single-subject intern, preliminary or clear credential; **OR** verifiable, relevant subject-matter competency in order to qualify for a Provisional Internship Permit or a Short-Term Staff (proof of competency can be met by a degree in the relevant subject OR at least 18 units in relevant subject coursework).
- CA Teaching Credential (or in the process of obtaining one).
- Minimum of 3 years teaching experience (preferably at the high school level).
- Minimum of 3 years Head Coach experience (any sport) at the high school level.
- Excellent verbal and written communication skills.

Counselor's Experience & Education Qualifications

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

School Operations Manager Experience & Education Qualifications

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

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

Parent Coordinator's Experience & Education Qualifications

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

Campus Aide's Experience & Education Qualifications

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

Instructional Aide's Experience & Education Qualifications

- High school diploma or the equivalent, and two years of college (48 units), or attainment of an Associate in Arts degree (or higher), or passing of a local assessment of knowledge and skills in assisting in instruction.
- Six months experience working with adolescents/children in a structured environment.
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training an experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

Green Dot schools have a rigorous national recruitment process. We advertise or plan to advertise in publications such as Los Angeles Times, Association of California School Administrators, National Association of Secondary Principals, EdWeek, and the Chronicle of Higher Education. We also employ internet resources such as Ed-Join and MonsterTrak.

Process for Staff Selection

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative

credential. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) through Green Dot's Administrators-in-Residence Program.

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

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

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

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

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

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

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

Staff Measures of Assessment for Performance and General Compensation

	Performance Measures	**Salaries and Benefits**
Principal	• Ability to achieve educational outcomes	• $95,000-$122,000

	• Ability to balance the budget • Ability to complete required job duties • All Administrators will be evaluated using the Green Dot Leader Evaluation - **Domain 1**: Instructional Leadership - **Domain 2**: People Management - **Domain 3**: Resource Management - **Domain 4**: School Culture	• Standard Green Dot benefits, available to all full-time (30 hours/week or more) employees: full medical, dental, vision, life and disability insurance, retirement savings plans
Assistant Principal	• Ability to achieve educational outcomes (see "Measurable Pupil Outcomes") as well as achieve parent/community involvement • Ability to complete required job duties • All Administrators will be evaluated using the Green Dot Leader Evaluation - **Domain 1**: Instructional Leadership - **Domain 2**: People Management - **Domain 3**: Resource Management - **Domain 4**: School Culture	• $83,000-$104,000 • Standard Green Dot benefits
Teachers	All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards: • **Standard 1**: Engaging & Supporting Students in Learning • **Standard 2**: Creating & Maintaining Effective Environments for Student Learning • **Standard 3**: Understanding and Organizing Subject Matter for Student Learning • **Standard 4**: Planning Instruction & Designing Learning Experiences for All Students • **Standard 5**: Assessing Student Learning • **Standard 6**: Developing as a Professional Educator	• $48,070-$82,612 • Standard Green Dot benefits
Athletic Director	• Ability to complete required job duties as defined in the job description • There is no formal evaluation as this position is designed for a full time classroom teacher who performs the athletic director duties after school on a part time basis	• $3,500 annual stipend • Standard Green Dot Benefits – full time classroom teacher performing athletic director duties after school
Counselor	All counselors will be evaluated using a process of self-reflection and appraisal of performance based on the National Association for College Admission Counseling competencies. These competencies include: • **Competency 1**: The Possession and Demonstration of Exemplary Counseling and Communication Skills • **Competency 2**: The Ability to Understand and Promote Student Development and Achievement • **Competency 3**: The Ability to Facilitate Transitions and Counsel Students Toward the Realization of their Full Educational Potential • **Competency 4**: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families • **Competency 5**: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities	• $48,070-$82,612 • Standard Green Dot benefits

	• **Competency 6**: The Ability to Develop, Collect, Analyze and Interpret Data • **Competency 7**: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students • **Competency 8**: The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program	
School Operations Manager	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	• $50,000 - $60,000 • Standard Green Dot benefits
Parent Coordinator	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	• Starting at $15/hour • Standard Green Dot benefits
Campus Aide	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	• Starting at $15/hour • Standard Green Dot benefits
Instructional Aide	Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.	• Starting at $15/hour • Standard Green Dot benefits

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

The following is subject to a negotiated agreement between Green Dot and Asociación de Maestros Unidos. If a teacher disagrees with a performance evaluation score, the teacher may submit an appeal to Green Dot within ten work days of receipt of the score. Within two weeks of receiving the appeal, an independent Green Dot administrator or designee reviews the teacher's performance evaluation based upon documented evidence of the teacher's performance and objective criteria. If the appellate review results in a score change of the teacher's performance evaluation, the teacher's score will be changed in Green Dot's online evaluation database at the request of the Chief Academic Officer or designee.

Element 6: Health and Safety Procedures

"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." **(Ed. Code § 47605(b)(5)(F).)**

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

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

The Human Resources Manager will be the Custodian of Records per California Department of Justice requirements for Green Dot Public Schools.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

Security
The Charter School may hire a full-time security guard or use outsourced security services. These security guards will know the students, the neighborhood, and the parents.

Student Health
The school operations manager will be trained in basic techniques such as CPR, first aid, and medication administration. Training will be provided through both online training platforms and qualified vendors. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted.

All Green Dot schools participate in one or more of the federally reimbursable school nutrition programs in order to provide healthy, nutritious meals to students during and after the school day, which include the School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and Child and

Adult Food Care Program (Supper). All meals served meet or exceed the federal regulations and guidance stemming from the Healthy and Hunger-Free Kids Act of 2010. Student health and wellness is also promoted through Physical Education classes and athletics programs, nutrition education, and involvement of parents, students, school administrators, school food service representatives, and the community through School Advisory Council meetings.

Element 7: Means to Achieve Racial and Ethnic Balance

***"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."* (Ed. Code § 47605(b)(5)(G).)**

Every effort will be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold several informational meetings during the winter and spring of each school year, where we will share information about Ánimo Ralph Bunche with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). These methods have proved very successful at Green Dot's existing schools and Green Dot will continue to make efforts to comply with the Crawford order.

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

1) Direct middle school recruiting at schools such as: Ánimo Jefferson Charter Middle School and Los Angeles Academy Middle School – Ánimo Ralph Bunche hopes to make classroom presentations at public feeder schools and feeder charter schools;
2) Mailings – Ánimo Ralph Bunche intends to send out flyers to area families informing them of the option to apply;
3) Open house meetings – Ánimo Ralph Bunche will host numerous open houses throughout the recruiting period to inform parents about the school;
4) Community partnerships – Ánimo Ralph Bunche will work community leaders to "get the word out" about the school;
5) Community walks – Ánimo Ralph Bunche may go door to door, talk to families, and hand out information about the school; and
6) Direct advertising – Ánimo Ralph Bunche may advertise in local media, including Spanish-language newspapers, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language Ánimo Ralph Bunche deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo Ralph Bunche reflective of the surrounding community and LAUSD.

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial

and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

It is our goal to improve the educational opportunities for economically disadvantaged students. Ánimo Ralph Bunche aims to serve the most impacted populations in the neighborhood and plans to do as well as or better than nearby community schools in conducting outreach for potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas.
Every effort will be made to reach out to all eighth graders in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. Our outreach will include flyers sent out to families of students who would typically attend Thomas Jefferson Senior High School, Manual Arts Senior High School, Huntington Park High School or West Adams Preparatory Senior High School to ensure that all students in the area have an opportunity to attend a Green Dot school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. We expect to hold at least three informational meetings during the winter and spring annually.

Ánimo Ralph Bunche will provide to LAUSD all requested information using District forms, including the ethnic survey. The Charter School will provide LAUSD with data for the District's integrated student information system (MiSiS) for all enrolled students to assist with compliance monitoring. After the Charter School submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and Office of Student Integration Services will use the information listed below for compliance purposes:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade levels
- List of Register-Carrying Teachers in Classrooms
- List of all 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

Ánimo Ralph Bunche will monitor the implementation and outcomes of its plan and make adjustments as needed. Ánimo Ralph Bunche will provide a copy of the plan to LAUSD upon request.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal

compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

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

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

Element 8: Admissions Requirements

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

Admissions Requirements
Ánimo Ralph Bunche will admit all pupils who wish to attend the school as per Education Code section 47605(d)(2)(a). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing as described below.

Ánimo Ralph Bunche shall comply with all laws establishing the minimum and maximum age for public school enrollment. Ánimo Ralph Bunche will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment.

Student Recruitment
Ánimo Ralph Bunche is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. As with other Green Dot schools, Ánimo Ralph Bunche tailors its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic Balance, are reflective of this mission. Specific activities that will be employed by Ánimo Ralph Bunche include:

- The use of English and Spanish collateral and materials;
- Extensive grassroots marketing; and
- Simple, easy-to-use and easy-to-understand forms and brochures.

Lottery Preferences and Procedures
Charter School will implement the following admissions process, including an open enrollment period, lottery if necessary and official enrollment process. Existing students will be exempt from the public random drawing (lottery). The Charter School will comply with the "Founding Parents/Founders Preference" in LAUSD's Policy for Charter School Authorizing (revised February 7, 2012) for schools established after the revision date.

Per Education Code section 47605(d)(2)(B),preference shall be given to:

- Students with siblings currently enrolled at Charter School who reside within LAUSD boundaries
- Students whose families provided volunteer help in establishing the school ("founding families") who reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Children of Green Dot regular employees who reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Students who matriculated from Ánimo Jefferson Charter Middle School in their eighth grade year and who reside within LAUSD boundaries
- All other students who reside within LAUSD boundaries
- Students with siblings currently enrolled at Charter School who do not reside within LAUSD boundaries
- Students whose families provided volunteer help in establishing the school ("founding families") who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Children of Green Dot regular employees who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Students who matriculated from Ánimo Jefferson Charter Middle School in their eighth grade year and who do not reside within LAUSD boundaries

- All other students who do not reside within LAUSD boundaries

Enrollment Period
Each party interested in enrolling at Ánimo Ralph Bunche will be asked to complete a lottery form requesting contact information during the interest period (open enrollment period), which begins the second Monday of October and ends no later than the first week of December. A copy of all lottery forms will be maintained. Lottery forms request minimal student information and parent contact information and are made available both in paper form and online. The dates of the open enrollment period will be made public on Green Dot's website prior to the opening of the open enrollment period. If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing (lottery) will determine enrollment. The lottery will be held each year no earlier than the second week of December and no later than the third week of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as timeline, will also be made available to all interested parties in hard copy at the school's main office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

Lottery Procedures
At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

A representative from Green Dot's Home Office will be charged with conducting the computer-automated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in tier 1 will be selected first, tier 2 second and so on until all applicants have received a lottery number. After the computer randomization is complete, the acceptance and waitlist results will be projected on the screen in the front of the room one at a time for each applicant. Applicants will be admitted to the school in the order they are drawn, up to the grade-level capacity. The school reserves the right to select more than the applicable grade-level capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity). Should the Principal elect to enroll more students than the grade-level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable. Annual training of lottery procedures and use of the online database is provided for appropriate school staff to ensure the fair execution of lottery and waitlist procedures.

Post Lottery Procedures
All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the

applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school.

Waitlist Management Procedures
If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first served basis. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone and/or in writing via a letter sent to the address indicated on the lottery form. Families contacted from the waitlist will have 10 calendar days to accept the seat at the school. The timeline will be reasonable and take into account the needs of the school community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within ten calendar days, the applicant will be removed from the waitlist, and the next applicant's parents/guardians will be contacted.

The waiting list expires annually on the last day of the open enrollment period for the upcoming school year, which occurs no later than the first week of December. Students enrolled the previous year who did not withdraw from the school will be guaranteed a seat the following year. The above process will be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9: Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

Green Dot's management shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Ánimo Ralph Bunche's financial books and records, including attendance. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of Green Dot's and Ánimo Ralph Bunche's financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. All Audit services are handled centrally by the Green Dot Finance and Accounting department, as part of the services covered by the Service Fee. The schools are not responsible for managing the Audit or its dissemination.

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

It is required that annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to Los Angeles Unified School District. All financial statements will be submitted to LAUSD by December 15th following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management and the Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved.

If the school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a global change in process were required, it would be brought up to senior management, the Budget Committee of the Board and if material the Board of Directors for approval. In addition, Ánimo College Preparatory will act upon these recommendations, and report its actions to Los Angeles Unified School District. (47605 (b)(5)(I)).

Consistent with EC Section 41020(h), not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the local educational agency is located, the department, and the Controller. The Superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports. In addition, per AB 1994, Ánimo Ralph Bunche will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. Ánimo Ralph Bunche will submit its annual audit to the State Controller, COE, CDE and LAUSD. Green Dot's Controller and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Administrative/business operations are performed by Green Dot. Green Dot provides the following services, plans and systems to its schools and will provide similar services to Ánimo Ralph Bunche:

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

Additional services provided by Green Dot were detailed earlier in the charter.

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended 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 – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Discipline Foundation Policy

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual. The discipline policy of Ánimo Ralph Bunche will be reviewed with students and parents upon admission to Ánimo Ralph Bunche and the signing of the Student Policy Manual. Parents and students who fail to sign the Student Policy Manual does not relieve any obligation to adhere to Green Dot's student discipline plan, but by signing the Student Policy Manual, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline including, but not limited to, warnings, school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

Ánimo Ralph Bunche's student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school's pupils and their parents/guardians. Green Dot and Ánimo Ralph Bunche administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. These procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The school's discipline plan follows the District's Discipline Foundation Policy, as required by the Modified Consent Decree. The school implements school-wide behavior supports and alternatives to out-of-school suspension. The school follows the STOIC model from Safe and Civil schools as foundation for addressing student behavior which includes providing students with Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently. This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. Examples include: merit card program, teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service.

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

Progression of Disciplinary Procedures

Teacher Detention

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and teachers and students work together to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the school year during weekly Professional development. Professional development will include data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to the teachers as a Teacher Detention include: warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignment or reflections, and discipline referral to the Principal.

As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others, cheating). Minor inappropriate conflicts with others may be determined at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the "Grounds for Suspension of Expulsion" section included below.

Administrative Detention

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that appropriately corresponds to the student's misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention.

Once a student is issued an Administrative Detention, the student's parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are help multiple days per week to allow students to serve their detention on a day that is convenient for the family. Green Dot will use a progressive discipline system as defined in Ánimo Ralph Bunche's Student Policy Manual to intervene in student behavior.

Grounds for Suspension and Expulsion

Suspension

Suspension is intended to remove the student from his/her peers and the class environment and may protect the student body as a whole from dangerous and disruptive behavior.

A student serving an in-school suspension reports to school at the regular time in compliance with the Ánimo Jackie Robinson school uniform requirements. Each teacher will give the student written assignments that he/she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room.

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

For students on suspension pending an expulsion hearing, the Charter School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School's main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in Ánimo Ralph Bunche's main office under appropriate supervision as needed.

Suspension Procedures
Suspensions shall be initiated according to the following procedures:

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

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

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

2. Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to the administrator the next school day. There will be no penalty to the student should the parent fail

to respond to this request.

Matrix for Suspension/Expulsion Recommendations

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. 1. Possessing, selling, or furnishing a firearm.	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate**.** 1. Causing serious physical injury to another person, except in self-defense.	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. 1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious.** 2. First offense of possession of marijuana of not more than one ounce, or alcohol. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance.
2. Brandishing a knife at another person.	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	4. Caused or attempted to cause damage to school or private property. 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco. 7. Committed an obscene act or engaged in habitual profanity or vulgarity.
3. Unlawfully selling a controlled substance.	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Knowingly received stolen school or private property. 10. Possessed an imitation firearm. 11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).	4. Robbery or extortion.	12. Engaged in sexual harassment. 13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 14. Made terrorist threats against school officials or school property, or both. 15. Willfully used force or violence upon the person of another, except in self-defense.

5. Possession of an explosive	5. Assault or battery upon any school employee.	16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 17. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did <u>not</u> occur <u>on campus</u> or at a <u>school activity</u> off campus.** 18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. 20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. 21. Aided or abetted the infliction of physical injury to another person (suspension only). 22. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing. 23. Intentionally "hacked" or broken into a School or School affiliated technology system.

For discretionary offenses, additional findings include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2), due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or other.

Student Discipline Review Board

Each school year, the Charter School will create a standing committee of at least five members for its Discipline Review Board ("DRB"), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRB is comprised of at least 1 administrator (Principal/Assistant Principal), and at least 3 teachers, and may also include a classified employee, counselor, or dean. The DRB will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes the DRB when needed. All other members of the DRB participate in this conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and make a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code (Categories I and II as identified in matrix above) or has broken the terms of his/her particular individualized contract. The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. The DRB may recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and expulsion. The Principal considers the DRB's recommendation and makes the final disciplinary decision. While five (5) school days is the maximum initial suspension allowed; following the conference, suspension may be extended pending the results of the DRB conference and the recommendation of the Principal, as the student does not return to campus while they are pending the expulsion hearing.

<u>Expulsion – Dismissal from School</u>

A student may be expelled from Ánimo Ralph Bunche for any of the violations listed above in the section titled: "Matrix for Suspension/Expulsion Recommendation," upon recommendation from the Principal pursuant to the DRB conference and after a DRP hearing.

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

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

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

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity.

Authority to Expel

A student may be expelled by the Discipline Review Panel ("DRP") following a hearing before it. The DRP will consist of at least the following members and no more than five staff members:

- Cluster Director, Vice President of Education, or Chief Academic Officer
- Two administrators from a campus not bringing forth the case
- Two teachers from a campus not bringing forth the case

At the beginning of the academic school year, a schedule is composed for all administrators to be "on call" for a particular month should their presence be needed at a DRP hearing.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

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

Written notice will be mailed by the Principal or designee within 7 days of the Discipline Review Board conference and will include student identification information, a description of the offense, applicable expulsion provision, student rights for due process, a description of the expulsion proceedings, the right to request representation, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the hearing, and the right to request a postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the pupil.

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

Within ten (10) school days after this hearing, the DRP will facilitator, a Cluster Director, provide the pupil/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Green Dot will assist parents in finding a new placement for an expelled student including advising parent to call the local district Student Discipline Proceedings Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Pupils who are expelled from Green Dot shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Green Dot for readmission. Upon request from a pupil's parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has successfully completely the rehabilitation plan. The pupil's readmission is also contingent upon the capacity of the school at the time of the pupil seeks readmission.

Appeal Rights

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian must submit a written appeal to the Chief Academic Officer outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP's issuance of its Findings of Facts.

If requested, an expulsion appeal meeting will be held with the Chief Academic Officer and the student/parent/guardian. The Chief Academic Officer will review the supporting documentation attached to the written appeal, and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Academic Officer. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

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

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Academic Officer and Response, and
- Letter from parent requesting an appeal to the Board.

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

1. Whether the DRP acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Post-Board Appeal Process

With the Finding of Facts, students/parents/guardians/authorized representatives are provided with support to find alternative placement. Green Dot provides parents/guardians with LACOE contact information for support to find an alternative placement, and Green Dot acts a liaison to the LAUSD Suspension and Expulsion Unit as needed.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11: Employee Retirement Systems

***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."* (Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code.

Subject to prevailing applicable law, Ánimo Ralph Bunche teachers, administrators, counselors, special education program administrators, school psychologists, and clinical supervisors shall be a part of the State Teachers' Retirement System (STRS) throughout the duration of the charter school's existence under the same CDS code. Subject to prevailing applicable law, other employees (e.g., school operations managers, office assistants) shall be covered by the Public Employees' Retirement System (PERS) and Social Security as appropriate throughout the duration of the charter school's existence under the same CDS code.

Payroll services for all of Green Dot's current employees are processed by Green Dot's Finance & Accounting Department. Green Dot, at the directive of LACOE, translates payroll data into the approved LACOE data format. Green Dot shall submit retirement contributions to LACOE in a timely manner. Green Dot ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE. Green Dot Human Resource staff ensure that staff are properly enrolled in STRS/PERS and Green Dot payroll staff ensure the creditable/reportable compensation is properly reported to CalSTRS and CalPERS. Green Dot accounting staff ensure that employer and employee contributions are remitted to STRS/PERS.

Element 12: Public School Attendance Alternatives

***"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."* (Ed. Code § 47605(b)(5)(L).)**

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

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

If space is available, traveling students will have the option to attend Ánimo Ralph Bunche. Interested traveling students must follow the same admissions procedures as other students as detailed in Element 8. Ánimo Ralph Bunche will support families interested in learning about their enrollment options by guiding to them to nearby schools using resources such as LAUSD's Resident School Finder and connecting them to the Local District Operations for placement.

Element 13: Rights of District Employees

***"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."* (Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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

Element 14: Mandatory Dispute Resolution

"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." **(Ed. Code § 47605(b)(5)(M).)**

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

   All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   Dr. Cristina de Jesus, CEO
   Green Dot Public Schools
   1149 South Hill Street, Suite 600
   Los Angeles, CA 90015

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The

parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15: Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." **(Ed. Code § 47605(b)(5)(O).)**

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

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

Employee Compensation, Work Year and Hours of Employment
Certificated employees at Ánimo Ralph Bunche will be paid according to the Green Dot Teacher and Counselor Salary Scale that has been agreed upon between Green Dot and AMU. A detailed breakout of the Salary Scale for certificated employees as well as the process used to develop the salary scale can be found in the AMU Collective Bargaining Agreement. Further, compensation (salary and health benefits) is discussed explicitly in Articles XXIX and XXVII of the Agreement. Additionally, a break out of the agreed upon number of work days annually and a description of the professional workday are delineated in the AMU Agreement as well (Article VI).

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

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

Element 16: Charter School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(P).)**

REVOCATION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons

responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students,shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or

liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and

incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
    - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

    (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for

regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum,

insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess*

and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 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:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b

Addendum
District Required Language

Assurances and Affirmations

Ánimo Ralph Bunche Charter High School (also referred to herein as "Ánimo Ralph Bunche" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

Element 1 – The Educational Program

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

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(b)(5)(A)(ii).)**

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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

Modified Consent Decree Requirements

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

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

  The usual file including District ID.

- Norm day
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (**Including Charter Schools**)

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the 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." **(Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not

directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

Element 7 – Means to Achieve Racial and Ethnic Balance

"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." **(Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will

undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

FEDERAL PROGRAM COMPLIANCE

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

- Notify all parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

Element 8 – Admission Requirements

"Admission requirements, if applicable." **(Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic

status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended 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 – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
    - Copy of parental notice of expulsion hearing
    - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
    - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
    - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." **(Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, per applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605(b)(5)(L).)**

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

Element 13 – Rights of District Employees

"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." **(Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." **(Ed. Code § 47605(b)(5)(N).)**

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

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

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

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

Element 15 – Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." **(Ed. Code § 47605(b)(5)(O).)**

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(P).)**

REVOCATION OF THE CHARTER

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

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students,shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the

audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.

Additional Provisions

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
    - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
    (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to

inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible

for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'

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

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 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:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to

licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)