

Report Period: 2017-18

Ánimo City of Champions Charter High School
Grade Levels Served: 9th
School Administrator: Cen'Cere Cooks
School Address: 9330 S. 8th Avenue, Inglewood, CA 90305
School Telephone: 323-565-4485
School Website: <http://ca.greendot.org/champions/>
CDS Code: 19-10199-0136119

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Section 1:

School Accountability Report Card: Supplementary Sections

The following sections provide additional information relevant to the operation of a charter school that is not contained in the California Department of Education's School Accountability Report Card (SARC). This information is of interest to the County Board; the charter school's authorizing entity. The SARC, SARC Supplementary Sections, and Required Appendixes fulfill the County Board's requirement of providing an Annual Report to the County Board. (Board Policy)

EXECUTIVE SUMMARY Maximum of three (3) pages, single space, 11 point Arial font, 12 points before each paragraph.

Include:

The mission of Ánimo City of Champions Charter High School is to prepare students in the Inglewood area for success in college, leadership and life. The school will achieve this mission by providing a small, college preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school.

Ánimo City of Champions Charter High School opened for its founding 9th grade class in August of 2017. In the founding year, the school served 160 9th grade students. The school will add one grade level each year until it reaches grades 9 through 12 during the 2021-2022 school year.

Ánimo City of Champions is a school of choice open to the Inglewood community who also have the opportunity to attend two comprehensive district high schools. Green Dot Public Schools, the charter management organization operating Ánimo City of Champions, has an 18-year successful history of providing high quality education to the Inglewood community. Its first school, Ánimo Leadership Charter High School (Lennox) and second school, Ánimo Inglewood Charter High School (Inglewood) are staples in the community.

Highlights and accomplishments from 2017-18

At the start of the 2017-18 school year, entering 9th grade students had an average Reading Inventory Score of 832 or a late 5th grade reading level. However, by the end of the school year, overall student growth increased by 134 lexile points, or over 2 years. This growth is even more impressive the African American subgroup, which grew 165 points, which is over 3 years. Similarly, iReady growth shows that students grew 16 points in math. On average, a grade level is equal to 11-14 points; thus, students grew over one year in a single school year. A further dive into the data reveals that English Learners grew at a rate of 19.1 points and the African American student group had growth at 18.1 points.

81.9% of SY 18-19 incoming 9th grade students entered at 2 or more grade levels behind. As a result, the school refocused its efforts with the math department and included weekly coaching, redesign of the intervention block period to maintain a focus on software, and co-teaching/observation cycles focusing on meaning making strategies.

There is no current achievement gap for students with disabilities. Students are making a 12-point gain on average, on par with students in the general education setting. The school is working to further increase gains by supporting teachers in maximizing their curriculum and increasing time on software.

Ánimo City of Champions seeks to prepare students for college, leadership, and life. In the 2017-18 school year, the school placed emphasis on creating a college going culture, by

organizing college tours, college speakers, and academic consultancy. Eleven college and universities presented to students over the year. Additionally, nearly 15% of students went on an extended 5-day overnight tour to see 8 Universities in Central and Northern California.

Challenges

To address the need for additional support in math, Curriculum Specialists and the school administrative team are supporting teachers in their efforts to move all students from procedural understanding to conceptual understanding of mathematical concepts to double the rate of students meeting the standards. The school consistently holds office hours, created standards driven “math workshops” after school, and created We have a department with two returning teacher and two new teachers. Curriculum Specialists and the Principal have worked to mentor teachers as they grow in the profession.

One of the school’s biggest challenges has been to close the achievement gap for the statistically significant subgroups at the school compared to statewide averages. On average students are coming in the late 5th grade level in math and 6th grade reading level. The school has implemented the following strategies to address this concern: weekly monitoring of minutes on software and students working on intervention courses; gradual release teaching demos followed by planning with coach for teachers; increased teacher observation and debriefs on weekly basis; celebration of progress for students meeting time on software and making academic progress.

How the program offered is unique, innovative or fulfills a special need

Ánimo City of Champions, with support from Green Dot Public Schools, offers a robust portfolio of supports and services for both English Learners and students with disabilities. Students with disabilities benefit from our comprehensive system of supports and interventions as evidenced by their successfully mainstreaming for portions of the day throughout our portfolio of schools. Traditional specialists such as psychologists or speech pathologists are available and services provided as needed for individual students. The design of Ánimo City of Champions programming is working towards addressing gaps in learning, typically resulting in a decreased designation rate for students with disabilities.

Similarly, Ánimo City of Champions offers both integrated and designated support for recently designated English learners as well as long term English learners. All students entering Ánimo City of Champions enroll in a core 9th grade English course. English Learners have designated cohorts to address additional learning based on the four language domains. In addition, all 9th grade students will enroll in a reading support class or composition course. English Learners requiring reading support will have additional designated language support time during reading intervention class. Teachers and administrators monitor student growth through a portfolio updated to reflect progress in the four language domains: speaking, reading, writing, and listening. Portfolios reflect assignments across a student’s courses, standardized test scores, and benchmark assessments. Teachers at Ánimo City of Champions have additional support for planning through an English language development coordinator both on site and from Green Dot Public Schools.

Additionally, the school recently enrolled in LACOE’s educational passport system database to help us better identify foster youth, streamline the enrollment process and provide appropriate supports to students. Once a foster youth student is enrolled, we provide academic and social emotional supports to meet their individual needs. All policies are in compliance with local, state and federal requirements.

Description of the community served (summarize charter description)

The school serves a diverse mix of African American and Latino students, with approximately 51% African American, and 48 % Latino students. In the 2017-2018 school year, Ánimo City of Champions approximately 17% students with disabilities and 12% students designated as English language learners. These rates in the 2018-2019 school year were 20% and 11%, respectively. While the rate of homeless youth is highly variable, Ánimo City of Champions aims to customize the learning environment to ensure all students graduate prepared for college, leadership, and life. Ánimo City of Champions supports foster students by incorporating transfer and partial credit for coursework completed as well as providing on-site counseling and social-emotional health supports.

Link to the website where SARC is posted if school has a website. If the school does not have a website, state this and indicate where the public may access the report upon request

Ánimo City of Champion’s Charter High School’s LCAP can be found at the **following website:** <http://ca.greendot.org/champions/compliance/>. The SARC can be found at <https://www.cde.ca.gov/ta/ac/sa/>.

Academic Performance

Though there is no initial statewide performance data available in a school’s founding year, including data from the California School Dashboard (equity report, status and change report, and student group report) and CAASPP data, Ánimo City of Champions has made significant strides in academic outcomes for all students. As previously stated, students grew 134 lexile points, or over 2 years, on the Reading Inventory Assessment, and 16 quantile points, or 1.5 years, on the iReady Assessment in the 2017-18 school year.

Green Dot has a long history of successfully serving English Learners and reclassifying students. Based on internal data, Green Dot’s most recent average reclassification rate from the 2017-18 school year is 29.1% at all schools. Furthermore, 24% of Ánimo City of Champion’s English Learners have reclassified. This rate would put the school on track to surpass Inglewood Unified Schools District’s and State’s average rates, which were 3% and 16.9%, respectively for the 2017-18 school year based on data accessed from the California Department of Education.

I. OUR CHARTER, OUR COMMUNITY, OUR STUDENTS

A. Academic Performance of Charter School & Resident Comparison Schools

Academic Performance of Charter and Resident Schools

2018 California Assessment of Student Performance and Progress (CAASPP)¹

(List all resident public schools included on the list provided by the Charter School Office and provide the CAASPP data indicated in the table. If additional, specific schools are identified in your charter petition, be sure to include these schools.)

School (Grade) ²	Grade Levels	% Charter School’s Enrollment	ELA (% Met or Exceeded)							Math (% Met or Exceeded)									
			All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY	

¹There is no initial statewide performance data available, as 2017-18 was Animo City of Champion’s school’s founding year.

² Foster Youth and Homeless Youth Subgroup breakdown was not available on the CDE.

Animo City of Champions Charter High School	9	100%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			N/A									N/A						
Inglewood High School	9 - 12		26.24	28.3 9	72.6 4	74.87	0	2.7	-	-	4.5	5.19	17.3 1-	11.72	0	2 .7	-	-
Morningside High School	9 - 12		33.86	33.9 4	81.9	107.1 9	6.9	12.9 6	-	-	8.42	9.09	25.1 4	18.44	3.45	5 .5 6	-	-
City Honors High School	9-12		45.35	43.6 6	91.8 6	84.91	0	0	-	-	16.6 7	18.5 7	29.1 7	39.61	0	0	-	-
Crenshaw Magnet	9 - 12		14.61	14.0 1	58.2 4	24.18	3.33	0	-	-	1.68	1.27	9.56	4.83	3.23	0	-	-
Gardena High School	9 - 12		41.09	40.9 9	58.3 9	123.8 7	17.24	0	-	-	12.3 1	9.87	11.1 9	35.18	6.67	5.56	-	-
George Washington Prep	9 - 12		23.12	23.3 9	54.5 6	38.35	6.45	3.13	-	-	3.24	2.35	6.36	3.14	0	0	-	-
Hawthorne High School	9 - 12		49.13	48.7 2	123. 59	147.6 5	14.52	6.06	-	-	8.69	8.28	22.2 9	27.25	0	0	-	-
Alain LeRoy Locke College Prep. Academy	9 - 12		27.74	28.1 5	24.8 3	66.97	7.69	3.9	-	-	9.24	9.48	5.37	23.74	2.5	0	-	-

“—” no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: Retrieved from CDE DataQuest CASSPP Test Results

**Academic Performance of Charter and Similar Comparison Schools
2018 California Assessment of Student Performance and Progress (CAASPP)
(List all resident public schools included on the list provided by the Charter School Office and provide the CAASPP data indicated in the table. If additional, specific schools are identified in your charter petition, be sure to include these schools.)**

School (Grade)	Grade Levels	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
		All	SED	AA	Hisp	SW D	EL	FY	HY	All	SED	AA	Hisp	SW D	EL	FY	HY
Animo City of Champions Charter High School	9	N/A	-	-	-	-	-	-	-	N/A	-	-	-	-	-	-	-
Inglewood High School	9 - 12		26.2 4	28.3 9	72.6 4	74.8 7	0	2.7	-	-	4.5	5.19	17.3 1-	11.7 2	0	2.7	-
Morningside High School	9 - 12		33.8 6	33.9 4	81.9	107. 19	6.9	12.9 6	-	-	8.42	9.09	25.1 4	18.4 4	3.45	5.56	-
City Honors High School	9-12		45.3 5	43.6 6	91.8 6	84.9 1	0	0	-	-	16.6 7	18.5 7	29.1 7	39.6 1	0	0	-

“—” no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth
Source: Retrieved from CDE DataQuest CASSPP Test Results

B. Demographics of Charter School & Comparison Schools
Demographics of Charter School & Comparison Schools

(Provide Ethnicity/Race data from CDE DataQuest, School Enrollment by Ethnicity Report. Use data from CDE Ed-Data for other demographic categories for the school, the District in which the school is located and the schools listed in the chart above.)

Demographic Variable	Ánimo City of Champion	Inglewood High School	Morningside High School	Crenshaw Magnet	Gardena High School	George Washington Prep	Hawthorne High School	Alain LeRoy Locke College Prep. Academy	
E t h n i c i t y & R a c e	African American	51.2%	35.1%	29.2%	73.7%	22.6%	40.5%	10.4%	25.1%
	American Indian/Alaska Native	0%	0.4%	0%	0.0%	0.1%	0.6%	0.2%	0.5%
	Asian	0%	0.7%	0.1%	0.6%	3.4%	0.3%	1.0%	0.0%
	Filipino	0%	0.6%	0%	0.0%	3.0%	0.3%	1.0%	0.0%
	Hispanic or Latino	47.6%	62.5%	69.4%	21.6%	67.7%	55.5%	82.6%	73.0%
	Pacific Islander	0%	0.1%	0.8%	0.0%	0.9%	0.1%	0.2%	0.1%
	White	0.6%	0.6%	0.4%	2.3%	1.6%	1.6%	2.5%	0.7%
	Two or More Races	0.6%	0%	0.1%	1.2%	0.6%	0.9%	1.9%	0.5%
Not Reported	0%	0%	0%	0.6%	0.1%	0.1%	0.3%	0.2%	
Other Demographics									
Free/Reduced Price Lunch	92.4	80.5%	83.5%	98.8%	87.0%	93.1%	89.5%	97.3%	
English Language Learners	12.8%	21.9%	26.3%	5.8%	12.3%	20.0%	17.5%	29.8%	
Students with Disabilities	17.0%	17.0%	17.8%	6.4%	15.0%	20.7%	13.7%	19.0%	
Foster Youth	0.6%	0.8%	0.8%	7.0%	1.5%	2.9%	0.7%	1.7%	
Source: Ethnicity & Race retrieved from CDE DataQuest Enrollment Report; Other Demographics retrieved from CDE Ed-Data Student Profile report									

C. Applicant Pool Demographics

Applicant Pool Demographics

(Provide data as reported by applicants)

Ethnicity	Demographics of Applicant Pool ³	Demographics of Newly Enrolled Students	Overall School Demographics
African American	N/A	51.2%	51.2%

³ Green Dot Public Schools California and Ánimo City of Champions does not collect demographic information on lottery forms.

American Indian/ Alaska Native	N/A	0%	0%
Asian	N/A	0%	0%
Filipino	N/A	0%	0%
Hispanic or Latino	N/A	47.6%	47.6%
Pacific Islander	N/A	0%	0%
White	N/A	0.6%	0.6%
Two or More Races	N/A	0.6%	0.6%
Not Reported	N/A	0%	0%

D. Student Recruitment

Recruitment Process/Means for Achieving Racial and Ethnic Balance

(Describe the student recruitment process the school uses to achieve the racial and ethnic balance of the school district in which the charter school is located. Describe whether the strategy has been successful in recruiting an applicant pool that is reflective of the racial and ethnic diversity of the district. If the strategy has not been successful, explain the challenges and what changes in recruitment will be made in the future.)

Every effort is made to reach out to the students and families in the community that are reflective of Inglewood Unified School District during recruitment. Each year we hold several informational meetings during the winter and spring, where we shared information about *Ánimo City of Champions* with families and their children, including how the application processes works and how the random public lottery operates. 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 City of Champions* seeks to serve the students who reside within the District boundaries and in the Inglewood area. It is our goal to improve the educational opportunities for economically disadvantaged students. *Ánimo City of Champions* 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. The community-based recruiting effort that started in the fall included direct middle school recruiting at schools, three open houses throughout the recruiting period to inform parents about the school; community partnerships, community door knocking in Inglewood, and direct advertising.

All information, collateral, meetings, and communications will be made in English and Spanish. We believe these outreach efforts will attain a racial and ethnic balance reflective of the surrounding community and the Inglewood Unified School District.

According to the California Department of Education, Inglewood Unified School District's ethnic and racial demographics for the 2017-18 school year were as follows:

Ethnicity	Inglewood USD	Ánimo City of Champions
African American	40.1%	51.2%
American Indian or Alaska Native	0.6%	0%
Asian	0.4%	0%
Filipino	0.2%	0%
Hispanic or Latino	57.4%	47.6%
Pacific Islander	0.3%	0%
White	0.4%	0.6%
Two or More Races	0.4%	0.6%

Not Reported	0.1%	0%
Total	100.0%	100.0%

The school maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school using the PowerSchool software program to track demographic information on each individual student.

At the time of the 2017-18 school, the ethnic and racial breakdown of the school is not reflective of Inglewood Unified School District with a slight overrepresentation of African American students (51.2% vs 40.1%) and slight underrepresentation of Hispanic/Latino students (47.6% vs 57.4%). However, the school modified its recruitment efforts which have resulted in the 2018-19 9th grade class at 48.6% for African American and Hispanic/Latino students equally. The school will continue to work to provide all families the opportunity to apply to achieve ethnic and racial balance.

II. CHARTER SPECIFIC ACCOUNTABILITY

A. Measurable Pupil Outcomes (MPOs)

(List all schoolwide and pupil outcomes, academic and nonacademic, as stated in the charter. State whether each was met /not met and provide substantiating data indicating the means by which progress was measured. If not met, indicate the degree/percent of progress and the manner in which the school plans to improve/increase performance in the current school year. An improvement plan for each unmet MPO or LCAP goal must be included in Section 3, under Student Achievement Plan.)

Progress Towards Meeting Measureable Pupil Outcomes (MPOs)

Performance Area	MPO	Outcome Met?	Performance Data
Provide Basic Services	Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching	Met	The number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions was 0
Provide Basic Services	Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition	Met	100% of ELA and Math teachers using standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks
Provide Basic Services	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	Met	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
Provide Basic Services	Students will participate in at least one year of Physical Education throughout their high school career	Met	School offered at least one Physical Education course offering

Provide Basic Services	Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career	Met	School offered at least one visual and performing art (VAPA) elective
Provide Basic Services	School facilities are maintained in good repair	Met	Facilities managed by the district. According to the facilities survey, the school met the expected outcome of 90% or higher. Facilities survey is included in the report.
Proficiency for All	Increase the percent of students scoring Level 3 and above on SBAC ELA assessments	N/A	Students in 9 th grade do not take the SBAC
Proficiency for All	Increase the percent of students scoring Level 3 and above on SBAC Math assessments	N/A	Students in 9 th grade do not take the SBAC
Proficiency for All	School will meet the annual API Growth Target or equivalent	N/A	APIs have not been calculated since the 2012-13 school year. In March 2017, the California SBE and the CDE launched a new accountability system to replace the API, the CA dashboard. Future LCAPs will remove the API goal and will use the final variation of the Dashboard growth targets.
Proficiency for All	Increase the percent of EL students who reclassify as Fully English Proficient	N/A	2017-18 school year determined the baseline data for this metric. The internal rate for reclassification that has been reported to the CDE for March publication is 23.8%.
Prepared for college, leadership, and life	Increase the percent of EL students scoring "Early Advanced" and "Advanced" on the California English Language Development Test ("CELDT") annual assessment <i>The school modified the goal related to English Learner performance to reference the English Language Proficiency Assessments for California ("ELPAC") instead of the California English Language Development Test ("CELDT") moving forward.</i>	N/A	2017-18 school year determined the baseline data for this metric. Based on 2017-18 data, 8% of EL students met qualifying ELPAC criteria.
Prepared for college, leadership, and life	Increase the percent of graduates that successfully complete A-G course requirements	N/A	2020-2021 school year will determine the baseline data for this metric.
Prepared for college, leadership, and life	Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above	N/A	2019-2020 school year will determine the baseline data for this metric
Prepared for college, leadership, and life	Increase EAP passage rates – ELA	N/A	2019-2020 school year will determine the baseline data for this metric
Prepared for college, leadership, and life	Increase EAP passage rates – Math	N/A	2019-2020 school year will determine the baseline data for this metric
Prepared for college, leadership, and life	School will maintain low cohort dropout rates	N/A	2020-2021 school year will determine the baseline data for this metric.

Prepared for college, leadership, and life	Increase graduation rate	N/A	2020-2021 school year will determine the baseline data for this metric.
Focus on school culture	School will maintain a high Average Daily Attendance ("ADA") rate	Met	2017-18 school year determined the baseline data for this metric, which was 96.1%. The goal was to have a 90% or higher ADA
Focus on school culture	School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.	Met	2017-18 school year determined the baseline data for this metric, which was 6.3%.
Focus on school culture	School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less	N/A	2017-18 school year determined the baseline data for this metric. The CDE suspension rate was 13.0%. Please see student achievement plan for how the school will improve this rate. The school is currently on track to meet this goal.
Focus on school culture	School will maintain a low annual expulsion rate	Met	The school had a 0.0% expulsion rate for the 2017-18.
Focus on school culture	At least 2 parents will serve on the School Advisory Council ("SAC")	Met	At least 2 parents served on the School Advisory Council
Parent, Student and Community Engagement	At least 2 parent activities or events will be held per semester	Met	At least 2 parent activities or events were held per semester
Parent, Student and Community Engagement	Students, families and the school community will feel a sense of connectedness	Met	2017-18 school year determined the baseline data for this metric. According to the Green Dot Family Survey for families recommending the school is 84%.

B. California Assessment of Student Performance and Progress (CAASPP)

IV. (Provide, in the table below, a comparison of ELA and Math CAASPP results since 2016. Include all statistically significant student groups for your school)

Academic Performance of Charter School Two Year Comparison of Student Performance and Progress (CAASPP)⁴

Year	ELA (% Met or Exceeded)								Math (% Met or Exceeded)							
	All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY
2016	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2017	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

"—" no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth

Source: Retrieved from CDE DataQuest CASSPP Test Results

⁴ Ánimo City of Champions opened in 2017-18 and will not have data until 2019-20.

that defines, based on incoming level, how much a student is expected to grow in a year. As a result of this, a year of growth looks different for every student. Typical Growth is the average amount of growth that a student (performing at a specific level within a specific grade level) makes during the year, while stretch Growth accounts for the amount of growth that a student (performing at a specific level within a specific grade level) would need to make in order to close gaps towards proficiency (usually about 25% of students are able to meet these targets).

The average student at CHA grew 134 lexile points in the 2017-18 school year in Reading Inventory Assessment; 69% of students met their individualized goals, with 61% of students overall meeting their stretch goal. For iReady, the average student grew 16 quantile points in the 2017-18 school year; 54% of students met their individualized goals, with 23% of students overall meeting their stretch goal.

Below shows the percent of students that met their “typical goal” and their “stretch goals”.

**Academic Performance of Charter School
Results of School’s iReady and Reading Inventory**

Year	Reading Inventory ELA Measures Lexile Points (% of Goal Met)								iReady Math Measures Quantile Points (% of Goal Met)							
	All	SED	AA	Hisp	SWD	EL	FY	HY	All	SED	AA	Hisp	SWD	EL	FY	HY
2017-2018 SY Typical Goal	69%	57%	77%	61%	67%	50%	-	-	54%	52%	63%	47%	56%	43%	-	-
2017-2018 SY Stretch Goal	61%	60.2%	68%	54%	54%	42%	-	-	23%	39%	27%	20%	19%	14%	-	-
Number of Growth Points	134.0	132.8	165.1	97.0	150.0	109.2	-	-	15.8	14.7	18.1	13.6	20.0	19.1	-	-
	~50 points is 1 year of growth								~11 points is 1 year of growth							
“—“ no data was provided, AA=African American, Hisp=Hispanic, EL=English Learner, SED=Socioeconomically Disadvantaged, SWD=Students with Disabilities, FY=Foster Youth, HY=Homeless Youth Source: Retrieved from Internal iReady and Reading Inventory Assessment																

III. STAFFING AND STAFF DEVELOPMENT

A. Staff Recruitment and Retention

(Describe any challenges and successes with recruiting and retaining staff. Provide a brief summary of any significant changes to credentialed and administrative staff that took place for the Report Year.)

Ánimo City of Champions has hired a diverse faculty composed of the best staff possible. To achieve this goal, the school extended a national search to hire highly effective school leaders, teachers and staff members. This includes contacting the top graduate and education programs in the country and publicizing to experienced school leaders, teachers and counselors.

In the teacher recruitment process, Ánimo City of Champions works with Green Dot’s Human Capital department to conduct an extensive candidate search to find high quality teachers that share the same core values of meeting students’ needs with a balance for high expectations. Green Dot does an extensive candidate search to find quality applicants from diverse populations to teach within our schools. Green Dot schools hire a diverse faculty comprised of the best teachers available.

The school achieves achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for

candidates who demonstrate an unwavering belief in the potential of all students, are passionate about improving public education and have a growth and development mindset.

Green Dot has a multifaceted recruitment strategy that focuses on sourcing high quality new and experienced teachers, which includes attending job fairs and conferences, advertising nationally and locally, and posting open positions online. Additionally, the school focus recruiting efforts on collaboration with local universities and colleges, as well as like-minded organizations including, Loyola Marymount, California State University, Dominguez Hills, Pepperdine, and Teach for America.

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

B. Professional Development Plan

(Provide a brief summary of the main focus or foci of professional development activities for the year. Explain how the focus was chosen and how it supports the school's vision and student achievement needs.)

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 City of Champions, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. Our professional development is also standards based and incorporates Common Core State Standards in core subject areas.

Professional Development opportunities have been crafted with direct consideration of staff feedback and request for strategies to support the varying socio-emotional needs of students. Professional development around school culture occurs on a monthly basis and are data-driven and tied to Ánimo City of Champion's Essential 5 for students. Additionally, Ánimo City of Champions has partnered with The California Conference for Equality and Justice (CCEJ) to provide more targeted professional development for staff around trauma sensitivity and restorative dialogue.

School Culture Team professional development topics have included:

- Norming around school-wide expectations for students in order to foster a safe and predictable environment for students.
- Reviewing the School Culture Team's priorities to minimize classroom disruptions
- Understanding consequences versus interventions
- Reviewing preventative, responsive and restorative approaches to students misconduct

For semester 2 of SY18-19, Ánimo City of Champions has partnered with CCEJ, who will be facilitating a professional development series on the topics listed below. Our school-site School Culture Team will build off of this foundation for the remaining professional development dates to further development staff understanding and practice. The School Culture Team has decided to wait until the first round of Trauma Sensitivity Training through CCEJ is completed before building a more detailed scope and sequence for the remainder of semester 2.

The Professional Development series for teachers has focused on two major areas: structure and rigor, with an emphasis on executing both areas with precision.

- Topics covered during PD:
 - Rigor
 - Habits of Lesson Planning (Ensure learning experiences are aligned to the rigor of the standard)
 - Planning and 3-Part Objectives (Clearly communicate expectations and criteria for each learning experience.)
 - English Learner Development objectives (Use of data to inform instructional strategies and learning experiences)
 - Special Education (Meeting the needs of SPED students through accommodations, modifying assessments, and accessing data and Behavior Support Plan information to create lessons that support SPED students.)
 - Structure: Create and recommit to classroom structures that ensure physical and emotional safety

Professional Development Opportunities

(List the professional development activities provided for school staff; Include mandated trainings)

Date	Title/Topic	Presenter/s	Job Title of Attendees (teacher, paraprofessionals, administrators)	Grade Level Focus	Rationale (How it supports student achievement, school vision, etc.)
July	Mandated Child Abuse Reporter Training	Human Capital	teachers, paraprofessionals, administrators	All	Mandated Training
July	New Teacher Training Days	School Admin Team	Teachers	All	New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development
August	Content PD Days	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
August	PD Series 1.1: Habits of Lesson Planning	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
August	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
August	Instructional Collab 1	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
August	Grade Level /Advisory	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
September	PD Series 1.1 Cont.:Lesson Planning	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
September	CRTF/Instructional Collab 2	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
September	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide

					consequences and incentives. Training includes an overview of Restorative Practices.
October	EL PD (base PD)	School Admin Team	Teachers	All	Collaboration time for serving English Learners
October	PD Series 1.2: Habits of Lesson Planning	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
October	Collab 3	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
October	PD Series 1.3: Habits of Lesson Planning	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
October	ALL GREEN DOT DAY (8 - 3:30)	Green Dot Education Team	teachers, paraprofessionals, administrators	All	A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan
October	Suicide Prevention	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
October	EL PD	School Admin Team	Teachers	All	Collaboration time for serving English Learners
October	ELD Collaboration Time	School Admin Team	Teachers	All	Collaboration time for serving English Learners
November	Data Day	Green Dot Education Team	Teachers	All	A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan
November	SpEd	School Admin Team	Teachers	All	Collaboration time for serving students with disabilities
November	Grade Level	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
November	PD Series 1.4: Habits of Lesson Planning	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
November	Instructional Collaboration	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
December	PD Series 1.5: Habits of Lesson Planning	Green Dot Education Team	Teachers	All	Lesson planning, preparing syllabi and setting department goals
December	Grade Level	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
December	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
December	Instructional Collaboration	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
January	Suicide Prevention	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.

January	School Site Retreat	Green Dot Education Team	teachers, paraprofessionals, administrators	All	A full day retreat for school staff to evaluate progress, reflect, and adjust the school's plan
January	EL PD 2	School Admin Team	Teachers	All	Collaboration time for serving English Learners
January	Grade Level	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
January	CCEJ	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
January	PD Series: 2.1 Data Driven Instruction	School Admin Team	Teachers	All	Reviewing school, department and individual data
January	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
January	EL PD 3	School Admin Team	Teachers	All	Collaboration time for serving English Learners
February	PD Series: 2.2 Data Driven Instruction	School Admin Team	Teachers	All	Reviewing school, department and individual data
February	Instructional Collab: Action Meeting	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
February	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
February	PD Series: 2.3 Data Driven Instruction	School Admin Team	Teachers	All	Reviewing school, department and individual data
February	Grade Level	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
February	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
March	PD Series: 2.4 Data Driven Instruction	School Admin Team	Teachers	All	Reviewing school, department and individual data
March	Instructional Collab: Action Meeting	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
March	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
March	Data Day #3	School Admin Team	Teachers	All	Reviewing school, department and individual data
March	Instructional Collab: Action Meeting	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.

April	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
April	Collab	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
April	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
May	PD Series: 2.5 Data Driven Instruction	School Admin Team	Teachers	All	Reviewing school, department and individual data
May	Instructional Collab: Action Meeting	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
May	School Culture	Green Dot School Culture Team	All	All	Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.
May	Grade Level	School Admin Team	Teachers	All	Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil.
May	PD Series: 2.6 Data Drive Instruction	School Admin Team	Teachers	All	Reviewing school, department and individual data

V. SCHOOL GOVERNANCE

A. Board Composition ⁵

(Provide the following information about the charter school's governing board)

Name	Term of Service	Relationship to Charter/ other board member(s)*	Charter School Employee (Yes/No)	Position Held on the Board	Voting or Non Voting Member	Compensation Received (if any)
Kevin Reed	December 2017 - December 2019	N/A	No	Chairman	Voting	N/A
Angel Maldonado	December 2017 - December 2019	N/A	No	Asociacion de Maestros Unidos (AMU) Union President	Voting	N/A
Jon Goodman	December 2016 - December 2018	N/A	No	Vice Chair and Secretary	Voting	N/A
Peter Scranton	December 2016 - December 2018	N/A	No	Board Member	Voting	N/A
Larry Wasserman	December 2016 - December 2018	N/A	No	Board Member	Voting	N/A
Dennis Miller	December 2017 - December 2019	N/A	No	Board Member	Voting	N/A

⁵ The Green Dot Public School California Board will hold elections December 14, 2018.

Louis Gomez	December 2017 - December 2019	N/A	No	Board Member	Voting	N/A
Ivette Pena	December 2017 - December 2019	N/A	No	Board Member	Voting	N/A
Claudio Chavez	December 2017 - December 2019	N/A	No	Board Member	Voting	N/A
Robert Cherry	December 2017 - December 2019	N/A	No	Board Member	Voting	N/A
LaTonia Lopez	December 2017 - December 2019	N/A	No	Animo Classified Employees Association President	Voting	N/A
Rick Barragan	December 2017 - December 2019	N/A	No	Board Member	Voting	N/A

B. Board Recruitment and Retention

(Describe any challenges and successes with recruiting and retaining board members. Provide a brief summary of any significant changes to the composition of the board that took place for the Report Year.)

The Board of Directors of Green Dot Public Schools California 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 approximate 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. GDPSC has a stable board, with membership extending back to 2011.

There have been no significant changes to the composition of the board over the past year.

C. Board Meetings

(List the Board Meetings held during the Report Year)

Date	Time	Location	# of Board Members Present	Regular or Special Meeting?
September 6, 2017	2pm – 5pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	9	Regular Full Board Meeting
September 27, 2017	2pm – 3:30pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	4	Regular Executive Board Meeting
October 27, 2017	2pm – 3:30pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	4	Regular Executive Board Meeting
October 27, 2017	2pm – 5pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	10	Regular Full Board Meeting
December 15, 2017	2pm – 5:20pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	11	Regular Full Board Meeting
January 18, 2018	2pm – 3:30pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	4	Regular Executive Board Meeting
February 2, 2018	2pm – 5pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	10	Regular Full Board Meeting
March 21, 2018	2pm – 3:30pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	4	Regular Executive Board Meeting

April 27, 2018	2pm – 5pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	7	Regular Full Board Meeting
June 29, 2018	2pm – 5pm	1149 S. Hill St., Suite 600, Los Angeles, CA 90015	9	Regular Full Board Meeting
July 13, 2018	12pm – 4:30 pm	425 Westwood Plaza, Los Angeles, CA 90095	10	Regular Full Board Meeting

Section 2:

CDE School Accountability Report Card

The pages that follow comprise CDE School Accountability Report Card information that is required to be published by all California public schools. Any school that has a website must post the SARC on its website by the date (typically the beginning of February) specified by CDE. If a school does not have a website, it must make the SARC available to parents by posting it at the school. Schools must additionally make a hard copy of the report available to any member of the community that requests the document. The document must be provided in the parent/guardian's primary language under specific conditions established in law.

VI.

VII.

Insert the CDE SARC pages AFTER this PAGE

Animo City of Champions Charter High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Cen'cere Cooks

Principal, Animo City of Champions Charter High

About Our School

Ánimo City of Champions exists to close the racial and ethnic achievement gap by transforming the educational opportunities of ethnically diverse students in the City of Inglewood. We will prepare all students for college, leadership, and life by providing creating a learning community committed to removing the predictable patterns connected to success or failure through critical literacy, ensures that each student experiences customized learning to prepare them for the 21st century. We have 17 dynamic teachers that excel at incorporating effective instructional strategies and best practices for reading, writing, math, science, social studies, foreign languages, electives, and physical education. To support our students' mental health needs we have One full time counselors, a school psychologist, and a thriving coordination of services team (COST). We used additional Title I and LCFF funds to develop acquire multiple laptop carts that has resulted in an almost 2:1 device to student ratio. Using Title III funds we have ensured that our English language learners are receiving targeted support in intervention classes to increase their language and academic proficiency. We have also ensured, through the use of Option 3 and LCFF funds, that our students with learning disabilities are receiving appropriate behavior and academic support in both the general education and special day program settings. In our second year, Ánimo City of Champions has established an afterschool program to support with our student social development needs. The clubs include a gamers club, fashion club, soccer club, volleyball club, step team, and campus ambassadors club.]We create a thoughtful professional development calendar, which includes ample time for teacher planning and collaboration. This designated time provides faculty and staff with the necessary skills and strategies to implement the rigorous curriculum adopted by our district, by emphasizing the planning process in department-led professional learning communities. Professional development topics include strategies to best support students with learning disabilities and English language learners, instructional foci such as habits of lesson planning, use of data to inform instruction, and classroom environment foci such as behavioral expectations and positive teacher student interactions. Our parents and guardians take advantage of multiple engagement opportunities throughout the school year. Most notably, our partnership with Reality Check. A program designed to increase effective communication between parents and students. Ánimo City of Champions is a positive and engaging place for our students. Working together with our families, we provide a safe learning environment for everyone. The Champion staff and I invite you to visit our campus so that you may experience our energetic Champion pride in person!

Contact

Animo City of Champions Charter High
9330 South Eighth Ave.
Inglewood, CA 90305-2914

Phone: 323-565-4485
E-mail: cencere.cooks@greendot.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
E-mail Address	duardo_debra@lacoed.edu
Web Site	http://www.lacoed.edu

School Contact Information (School Year 2018—19)	
School Name	Animo City of Champions Charter High
Street	9330 South Eighth Ave.
City, State, Zip	Inglewood, Ca, 90305-2914
Phone Number	323-565-4485
Principal	Cen'cere Cooks
E-mail Address	cencere.cooks@greendot.org
Web Site	https://ca.greendot.org/champions/
County-District-School (CDS) Code	19101990136119

Last updated: 1/29/2019

School Description and Mission Statement (School Year 2018—19)

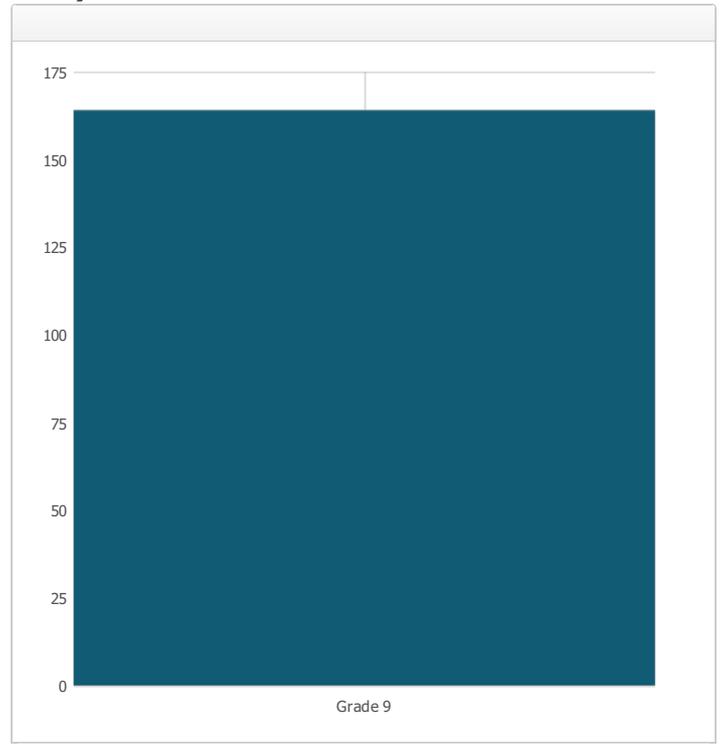
Ánimo City of Champions Charter High School will open August 2017, starting with our first 9th grade class, and will roll up to a full 9-12th grade high school over the next three years. The work of Green Dot Public Schools is driven by our unwavering belief in the potential of ALL students, eliminating barriers to learning and continuously striving for student success. We believe every student in every community deserves to go to a great school. We are thrilled to welcome our first class of 9th grade students in August 2017.

We are a public, tuition-free, college preparatory charter school serving a diverse population in Inglewood, California. Our mission is to help transform public education so ALL students graduate prepared for college, leadership and life.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	164
Total Enrollment	164



Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	51.2 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	47.6 %
Native Hawaiian or Pacific Islander	%
White	0.6 %
Two or More Races	0.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.7 %
English Learners	12.8 %
Students with Disabilities	17.1 %
Foster Youth	0.6 %

A. Conditions of Learning

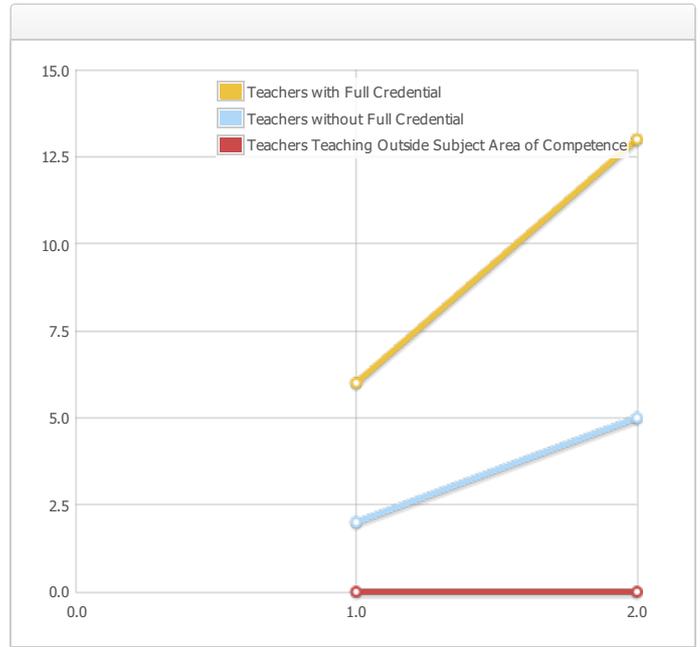
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

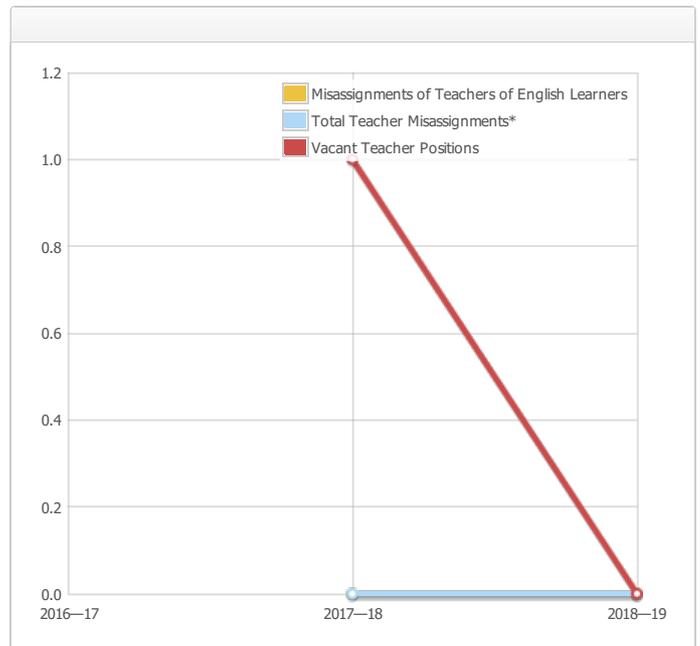
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		6	13	
Without Full Credential		2	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2019

School Facility Conditions and Planned Improvements

Green Dot Public Schools make a great effort to ensure that all of its school facilities are clean, safe, and functional within the available resources. Green Dot's school operations and real estate development departments work with each school site to: 1) regularly monitor and inspect that all facilities meet appropriate standards for cleanliness, safety and function; 2) supervise the maintenance, repair, or upgrade of facilities; and 3) plan and manage any and all corrective actions. See section IV for more information on the school's site inspection.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/29/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

N/A

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/29/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Families are invited and expected to participate in their children's education experience at our school. Family involvement in a student's education is one of the most important ingredients to student success, and this school is committed to actively integrating parents and guardians into all aspects of their children's educational experiences. Opportunities for such involvement include, but are not limited to, attendance at parent workshops and training sessions, parent meetings, parent conferences with grade level teachers, chaperoning school events, donations for anything needed by the school, and annual stakeholder surveys to provide the school feedback from the parent perspective.

State Priority: Pupil Engagement

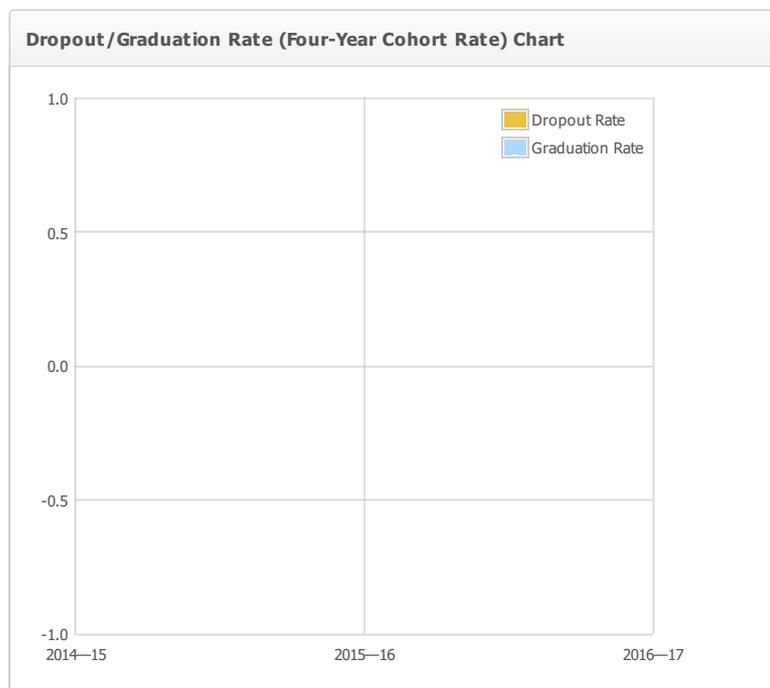
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	56.0%	36.1%	10.7%	9.7%
Graduation Rate	--	--	81.6%	80.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	35.9%	9.1%
Graduation Rate	--	81.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

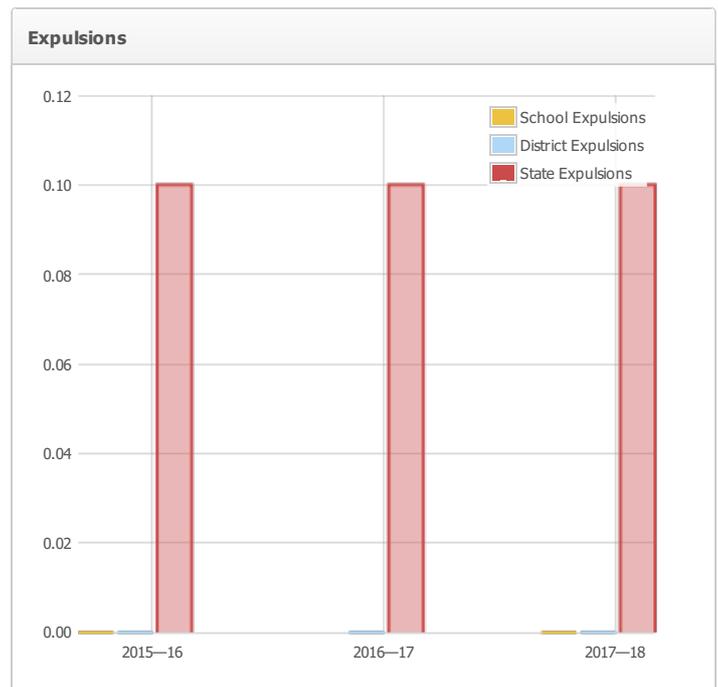
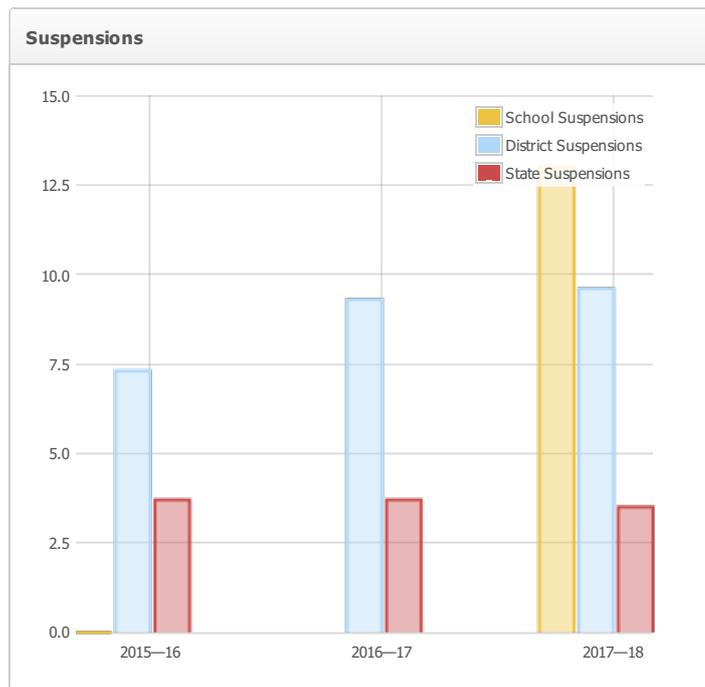
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	13.0%	7.3%	9.3%	9.6%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

The school has a comprehensive safety plan to ensure the health and safety of our students. This plan includes the following:

- Emergency Preparedness
- Fire Prevention Plan
- Hazard Communication Plan
- Pest Prevention Plan
- Injury Illness Prevention Plan
- Blood-Borne Pathogens Plan
- Visitor Management System (RAPTOR Technologies)

Last updated: 1/29/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/29/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	6	9	
Mathematics	20.0	10	6	
Science	27.0	1	4	1
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	162.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017–18)

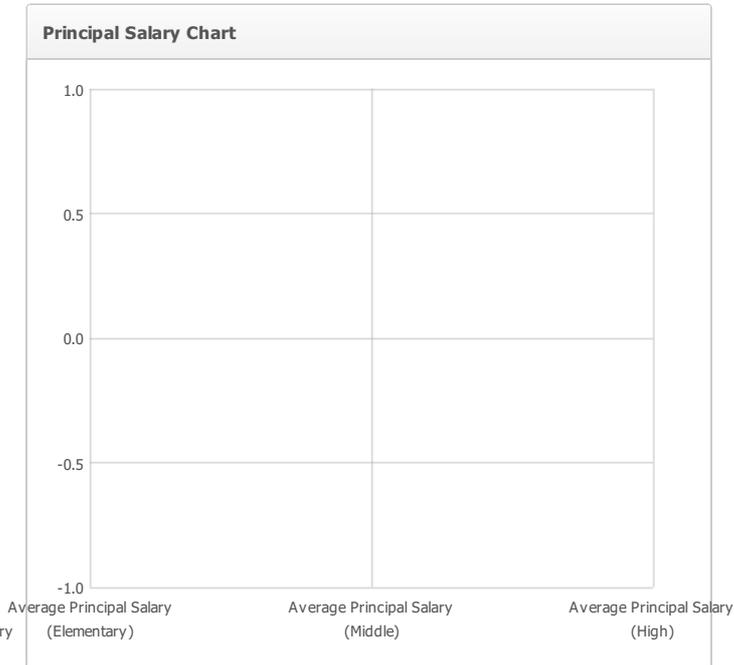
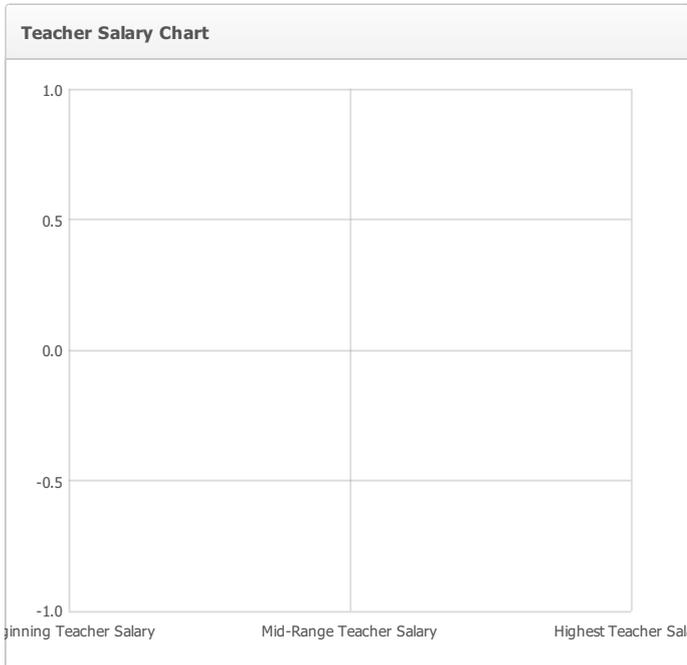
Green Dot Public Schools operates after school programs at our high schools through the 21st Century Community Learning Centers (21st CCLC) After School Safety and Enrichment for Teens (ASSETs) grant. Green Dot partners with Community-Based Organizations (CBOs) to provide our students with after school programs that offer academic support, educational enrichment and family literacy programs free of charge. Programs operate for a minimum of fifteen hours a week and can happen anytime outside of the school day including weekends and summer. Program activities are designed to support student learning while aligning to the instructional day. Green Dot programs are designed to address the specific needs of each school's community and its students.

Last updated: 1/29/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/29/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2019

Professional Development

As an organization, we have had two primary areas of focus for professional development. The first has been increasing the rigor of learning experiences in the classroom as required by the Common Core State Standards. We've approached this through focusing more on teacher planning of rigorous learning experiences in order for students to progress as independent learners. Data that informed this focus included classroom walk throughs and student achievement data. An additional focus for the organization has been aligned to school culture and relationships. Data that informed this focus included classroom walkthroughs and data from the California Healthy Kids Survey.

Professional development is delivered in several ways at the org level and the site level. Org level: Individual coaching with department curriculum specialists, 4 Org-wide professional development days led by department teacher leaders, demonstration classroom: teachers observe and debrief with highly effective teachers, new teacher pullout days: Teachers in their first two years of teaching attend PD days aligned to classroom management and planning. School site: Individual coaching with administrator, weekly School Site professional development led by administrators, weekly collaboration time within grade levels and departments, quarterly data analysis meetings to analyze interim assessments.

Teachers are supported with implementation through observation and debriefs from their administrator and curriculum specialist.

Last updated: 1/29/2019

Section 3:

Appendices

Insert Appendices after this page. Title the appendix document clearly to match the Table of Contents.

1. Attach your California School Dashboard Reports (To be released late November)
 - This may be found under CDE DataQuest's "California School Dashboard"
 - Include the *Equity Report, Status and Change Report* and *Student Group Report*
2. LCAP Update: Include ONLY the **LCAP Update** on 2017-18 goals from your 2018-19 LCAP
 - III. **Student Achievement Plan**
 - You must include an improvement plan for **EACH** unmet MPO or LCAP goal
 - This information may be pulled from your 2018-19 LCAP or SPSA
 - IV. **LACOE Facilities Report**
 - Provide a copy of the 2017-18 report for each site
- V. Any **other items** you wish the County Board to have about your school (clearly labeled)

Animo City of Champions Charter High

Explore the performance of Animo City of Champions Charter High under California's Accountability System.

Suspension Rate  No Performance Color	English Learner Progress  No Performance Color	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET
Parent Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET	

School Details

Optional Narrative Summary
Completed By Animo City of Champions Charter High

Ánimo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 258 9th and 10th grade students and will add one grade level each year until it serves grades 9 - 12. The school aims to serve a demographic of students reflecting the Inglewood community. 48% of students identify as African American, 46% as Latino, 19% as students with disabilities and 12% as English Learners.

NAME Animo City of Champions Charter High	ADDRESS 9330 South Eighth Avenue Inglewood, CA 90305-2914	WEBSITE http://greendot.org	GRADES SERVED 9-12
---	--	---	------------------------------

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically	English Learners	Foster Youth
-------------------	--------------------------	-------------------------	---------------------

Enrollment

164

Socioeconomically Disadvantaged

92.7%

English Learners

12.8%

Foster Youth

0.6%

ANIMO CITY OF CHAMPIONS CHARTER HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

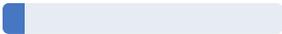
[LEARN MORE](#)

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

7.7%



Level 3 - Moderately Developed

30.8%



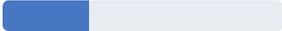
Level 2 - Somewhat Developed

30.8%



Level 1 - Beginning Stage

30.8%



Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

ANIMO CITY OF CHAMPIONS CHARTER HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

ANIMO CITY OF CHAMPIONS CHARTER HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



No Performance Color

13% suspended at least once

No Data

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Learner Progress

[LEARN MORE](#)

English Learner Progress

English Language Proficiency Assessments for California Results

Number of Students: 13

Level 4 - Well Developed

7.7%

Level 3 - Moderately Developed

30.8%

Level 2 - Somewhat Developed

30.8%

Level 1 - Beginning Stage

30.8%

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

The school offers a standards aligned curriculum to ensure students are provided with rigorous grade level content in all core classes. Curriculum Directors and Curriculum Specialists developed the ELA, Math, Science and History "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and Next Generation Science Standards. All materials are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments.

ELA and Math intervention courses (Literacy Intervention, Math Foundations and Academic English Essentials) are offered at all grade levels to ensure students below grade level received targeted supports to meet their needs and work towards mastery on state assessments. English Learners also receive specialized support through ELD courses, based on their English proficiency levels, as well as through their designated supports in literacy intervention.

Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed. Professional development has been provided to all teachers on the Common Core literacy standards as well as their content specific standards.

Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies through department meetings and collaboration.

Green Dot uses the Reading Inventory and iReady assessments to measure the literacy and math gains of each student. Students take both assessments three times per year for progress monitoring. For the 2017-2018 school year, students grew an average 134 points on the RI, which is equivalent to more than 2.5 years of growth. In iReady, the average growth was 16 points, which is equivalent to more than 1 year of growth.

In addition to these nationally normed assessments, Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to rigorous assessments and provide teachers with data to inform instruction and re-teaching as needed.

Given that the school began operation with 9th grade in the 2017-18 school year, it does not yet have statewide assessment data or CORE student growth data.

Academic Engagement

View data about academic participation.

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The school has chosen the following metrics to track that all students have access to, and are enrolled in, a broad course of study: 100% of teachers will be fully credentialed in the subject areas and for the pupils they teach; 100% of ELA and Math teachers will use standards-aligned materials; 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog; the school will offer at least one Physical Education Course; the school will offer at least one visual and performing art (VAPA) elective; and the school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair. Student works with counselors annually to create a schedule that best fits their needs.

2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

In order to meet these metrics, the school has done the following: reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and throughout the year to ensure all credentials are properly maintained; developed the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers; utilized data to assess student course progress and place students in appropriate classes for the upcoming year; master schedules reflect an emphasis on college preparatory curriculum and provides appropriate interventions for ELA and Math; and appropriately staffed to implement the school master schedule, including elective courses. Additionally, the school has a schedule of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on these assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development (ELD), Special Needs/Academic Success, etc.

3. Identification of any barriers preventing access to a broad course of study for all students.

The school provides a broad course of study to all students.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

The school works to meet the needs of all student groups including English Learners, students with disabilities and students that are homeless. To serve English Learners, the school implements an EL Master Plan, which 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 programs are monitored on an annual basis, including a data review of standardized testing done 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. The school currently provides the following basic instructional services to students identified as English Learners. In collaboration with the school's Special Education Local Plan Agency ("SELPA"), the school will offer special education services for students who are identified as having a disability and who meet eligibility to receive education services. 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. Additionally, the LEA aims to support our homeless student population to ensure school stability and academic success. The Homeless Student Liaison provides guidance and support to schools. School counselors meet with students individually to address any barriers to attendance or learning. If needed, students are provided with hygiene kits, school supplies, sets of school uniforms, and public transportation passes. They also confirm school lunch status to ensure the student gets free lunch and recommend the opportunity to join the free afterschool program, which provides a safe place to be and snacks after school. Counselors support both students and their families with referrals to local organizations equipped to support with housing stability and social services. In the case of unaccompanied youth or youth over the age of 18, counselors connect them to social services and community organizations to ensure food security, address housing issues, and for general support. The Coordination of Services Team reviews any cases where mental health services may be in need and make referrals to either internal or external providers.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



No Performance Color

13% suspended at least once

No Data

Number of Students: 192

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

African American



No Performance Color

19.4% suspended at least once

No Data

Number of Students: 98

English Learners



No Performance Color

4.5% suspended at least once

No Data

Number of Students: 22

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



No Performance Color

6.7% suspended at least once

No Data

Number of Students: 89

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged



No Performance Color

13.5% suspended at least once

No Data

Number of Students: 178

Students with Disabilities



No Performance Color

19.4% suspended at least once

No Data

Number of Students: 31

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Suspension Rate By Year

Percentage of students who were suspended.

2018

Suspension Rate

13%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners	0,0,0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

STANDARD MET

Parent Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

The school is committed to ensuring it has robust and meaningful parent engagement. Parents are active participants in the school's local decision-making processes and participate in various parent workshops and trainings. The School uses several outreach strategies to engage with stakeholders on the LCAP. The school reviews the LCAP with the School Advisory Council ("SAC"). The SAC is comprised of administrators, teachers, counselors, classified staff members, parents, and students. The School's efforts begin in the fall when the school principal reviews the purpose and the previous year's LCAP with the SAC. In subsequent meetings, the principal references the LCAP and its goals. The SAC reviews the LCAP before it is annually finalized to provide feedback on the budget and suggestions on additional actions and activities to improve school outcomes. Additionally, the School offers multiple avenues for parent participation and training. The School offers a Parent Academy, which provides free adult education workshops designed to provide parents with a core understanding of the issues that most affect their communities. A schedule of classes is tailored to meet the needs of the community, but may include financial literacy, homework assistance strategies, English as a Second Language, bullying prevention, voter registration, and health and wellness. Parent Academy directly develops the core skills of parents and strengthens student pathways to college and career readiness. Courses are designed and led by Green Dot staff in collaboration with local community service partners. Training: The School equips parents with the skills necessary for active civic engagement. Building upon the foundational knowledge base provided by the Parent Academy, the School offers a structured training in the theory and practice of dynamic leadership, respectful communications, and political engagement. The school partners with Green Dot's Community Organizing Institute, which teaches participants how to prioritize issues, draft solutions, and develop strategies to engage elected representatives in meaningful and informed dialogue. The curriculum covers such issues as: civics and social justice, how to plan and manage effective meetings; how to conduct an accountability session; and negotiating skills. Sessions are offered both at school sites and at a central location where site leaders can come together, interact, and share concerns and ideas. The school offers multiple opportunities for parent engagement which have including workshops led by Reality Check regarding student reproductive health, technology for parents, and support groups guardians and mentors.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

The school administers the California Healthy Kids Survey (CHKS) to all 9th and 11th grade students annually. The school uses the CHKS survey results to foster a positive school culture, monitor school climate and assess possible causes for student chronic absenteeism and suspension. The CHKS and other family survey results will be viewed in conjunction to formulate an understanding of school culture and healthy kids.

The School mapped the CHKS questions to four domains: Relationships and School Connectedness, Participation, School Climate and Safety, and Risky Behaviors. Schools score Exceeding, Meets, Approaching, or Below for each Domain, as well as a score overall. The school hopes to improve in each domain until Meets is achieved.

To measure student connectedness and improvement in school culture, the school will track the CHKS domain "Relationships and School Connectedness"

The school will track students' responses to the CHKS "Relationships and Student Connectedness" domain. This domain includes indicators on students' relationships with adults on campus, students' connection to the school, and parent and family engagement. This data will be used to help assess causes from chronic absenteeism and suspension. The data will also be used to guide programmatic decisions around restorative practices and positive behavior intervention systems. The school scored approaching in this Domain, with a continued focus on developing a strong sense of school connectedness and evidence of caring adult relationships through professional development and restorative practices.

To measure the impact of expanded community partnerships, the school will track CHKS subdomain "Mental Health"

The school will track students' responses to the CHKS "Mental Health" subdomain, which inquires about student mental health, specifically whether a student has been depressed or suicidal. Student responses will help to evaluate whether a school has sufficient community partnerships such that students feel that their mental health is supported. It will also provide data on the school's ability to cultivate a trauma sensitive environment for students. The school scores had a wide range, requiring further student by student analysis and targeted supports by the extensive mental health team on campus including counselors, a full time psychologist, clinical supervisor and case manager.

To measure additional metrics of school climate, the school will track a variety of other metrics included in its LCAP.

Additionally, the school exhibited a strong overall ADA of 96%. The school has an out of school suspension rate of 5.2%. With regards to chronic absenteeism rates, the school maintained a rate under 10%. The school continues to maintain a low expulsion rate, indicating a positive school climate.

Animo City of Champions Charter High

Explore the performance of Animo City of Champions Charter High under California's Accountability System.

Suspension Rate  No Performance Color	English Learner Progress  No Performance Color	Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET
Parent Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET	

School Details

Optional Narrative Summary
Completed By Animo City of Champions Charter High

Ánimo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 258 9th and 10th grade students and will add one grade level each year until it serves grades 9 - 12. The school aims to serve a demographic of students reflecting the Inglewood community. 48% of students identify as African American, 46% as Latino, 19% as students with disabilities and 12% as English Learners.

NAME Animo City of Champions Charter High	ADDRESS 9330 South Eighth Avenue Inglewood, CA 90305-2914	WEBSITE http://greendot.org	GRADES SERVED 9-12
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Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically	English Learners	Foster Youth
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Enrollment

164

Socioeconomically Disadvantaged

92.7%

English Learners

12.8%

Foster Youth

0.6%

ANIMO CITY OF CHAMPIONS CHARTER HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

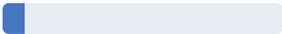
[LEARN MORE](#)

English Learner Progress

English Language Proficiency Assessments for California Results

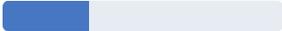
Level 4 - Well Developed

7.7%



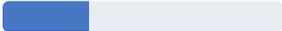
Level 3 - Moderately Developed

30.8%



Level 2 - Somewhat Developed

30.8%



Level 1 - Beginning Stage

30.8%



Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

ANIMO CITY OF CHAMPIONS CHARTER HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

ANIMO CITY OF CHAMPIONS CHARTER HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



No Performance Color

13% suspended at least once

No Data

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Learner Progress

[LEARN MORE](#)

English Learner Progress

English Language Proficiency Assessments for California Results

Number of Students: 13

Level 4 - Well Developed

7.7%

Level 3 - Moderately Developed

30.8%

Level 2 - Somewhat Developed

30.8%

Level 1 - Beginning Stage

30.8%

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

The school offers a standards aligned curriculum to ensure students are provided with rigorous grade level content in all core classes. Curriculum Directors and Curriculum Specialists developed the ELA, Math, Science and History "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and Next Generation Science Standards. All materials are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments.

ELA and Math intervention courses (Literacy Intervention, Math Foundations and Academic English Essentials) are offered at all grade levels to ensure students below grade level received targeted supports to meet their needs and work towards mastery on state assessments. English Learners also receive specialized support through ELD courses, based on their English proficiency levels, as well as through their designated supports in literacy intervention.

Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed. Professional development has been provided to all teachers on the Common Core literacy standards as well as their content specific standards.

Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies through department meetings and collaboration.

Green Dot uses the Reading Inventory and iReady assessments to measure the literacy and math gains of each student. Students take both assessments three times per year for progress monitoring. For the 2017-2018 school year, students grew an average 134 points on the RI, which is equivalent to more than 2.5 years of growth. In iReady, the average growth was 16 points, which is equivalent to more than 1 year of growth.

In addition to these nationally normed assessments, Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to rigorous assessments and provide teachers with data to inform instruction and re-teaching as needed.

Given that the school began operation with 9th grade in the 2017-18 school year, it does not yet have statewide assessment data or CORE student growth data.

Academic Engagement

View data about academic participation.

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The school has chosen the following metrics to track that all students have access to, and are enrolled in, a broad course of study: 100% of teachers will be fully credentialed in the subject areas and for the pupils they teach; 100% of ELA and Math teachers will use standards-aligned materials; 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog; the school will offer at least one Physical Education Course; the school will offer at least one visual and performing art (VAPA) elective; and the school will receive an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair. Student works with counselors annually to create a schedule that best fits their needs.

2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

In order to meet these metrics, the school has done the following: reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and throughout the year to ensure all credentials are properly maintained; developed the ELA and Math "Course at a Glance" materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers; utilized data to assess student course progress and place students in appropriate classes for the upcoming year; master schedules reflect an emphasis on college preparatory curriculum and provides appropriate interventions for ELA and Math; and appropriately staffed to implement the school master schedule, including elective courses. Additionally, the school has a schedule of intervention and accelerations courses available to students based on their needs. Students participate in Summer Bridge, a recommended multi-week summer program that acclimates students to the school culture and allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. Based on these assessments, students will have access to a variety of programs including Literacy Intervention/Enrichment, Math Foundations, English Language Development (ELD), Special Needs/Academic Success, etc.

3. Identification of any barriers preventing access to a broad course of study for all students.

The school provides a broad course of study to all students.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

The school works to meet the needs of all student groups including English Learners, students with disabilities and students that are homeless. To serve English Learners, the school implements an EL Master Plan, which 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 programs are monitored on an annual basis, including a data review of standardized testing done 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. The school currently provides the following basic instructional services to students identified as English Learners. In collaboration with the school's Special Education Local Plan Agency ("SELPA"), the school will offer special education services for students who are identified as having a disability and who meet eligibility to receive education services. 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. Additionally, the LEA aims to support our homeless student population to ensure school stability and academic success. The Homeless Student Liaison provides guidance and support to schools. School counselors meet with students individually to address any barriers to attendance or learning. If needed, students are provided with hygiene kits, school supplies, sets of school uniforms, and public transportation passes. They also confirm school lunch status to ensure the student gets free lunch and recommend the opportunity to join the free afterschool program, which provides a safe place to be and snacks after school. Counselors support both students and their families with referrals to local organizations equipped to support with housing stability and social services. In the case of unaccompanied youth or youth over the age of 18, counselors connect them to social services and community organizations to ensure food security, address housing issues, and for general support. The Coordination of Services Team reviews any cases where mental health services may be in need and make referrals to either internal or external providers.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



No Performance Color

13% suspended at least once

No Data

Number of Students: 192

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

English Learners

Foster Youth

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

African American



No Performance Color

19.4% suspended at least once

No Data

Number of Students: 98

English Learners



No Performance Color

4.5% suspended at least once

No Data

Number of Students: 22

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



No Performance Color

6.7% suspended at least once

No Data

Number of Students: 89

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged



No Performance Color

13.5% suspended at least once

No Data

Number of Students: 178

Students with Disabilities



No Performance Color

19.4% suspended at least once

No Data

Number of Students: 31

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Suspension Rate By Year

Percentage of students who were suspended.

2018

Suspension Rate

13%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners	0,0,0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0

STANDARD MET

Parent Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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Local Climate Survey Summary

The school administers the California Healthy Kids Survey (CHKS) to all 9th and 11th grade students annually. The school uses the CHKS survey results to foster a positive school culture, monitor school climate and assess possible causes for student chronic absenteeism and suspension. The CHKS and other family survey results will be viewed in conjunction to formulate an understanding of school culture and healthy kids.

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To measure the impact of expanded community partnerships, the school will track CHKS subdomain "Mental Health"

The school will track students' responses to the CHKS "Mental Health" subdomain, which inquires about student mental health, specifically whether a student has been depressed or suicidal. Student responses will help to evaluate whether a school has sufficient community partnerships such that students feel that their mental health is supported. It will also provide data on the school's ability to cultivate a trauma sensitive environment for students. The school scores had a wide range, requiring further student by student analysis and targeted supports by the extensive mental health team on campus including counselors, a full time psychologist, clinical supervisor and case manager.

To measure additional metrics of school climate, the school will track a variety of other metrics included in its LCAP.

Additionally, the school exhibited a strong overall ADA of 96%. The school has an out of school suspension rate of 5.2%. With regards to chronic absenteeism rates, the school maintained a rate under 10%. The school continues to maintain a low expulsion rate, indicating a positive school climate.

Animo City of Champions Charter High - Los Angeles County Office of Education

Dashboard Report

<https://caschooldashboard.org/#/Details/19101990136119/3/EquityReport>

Equity Report

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Student Group Report

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Ánimo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		0	*	*
English Learners		0	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		0	*	*
Students with Disabilities		0	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		0	*	*
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		0	*	*

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		0	*	*
English Learners		0	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		0	*	*
Students with Disabilities		0	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		0	*	*
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		0	*	*

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	0	*	N/A
English Learners	N/A	0	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	0	*	N/A
Students with Disabilities	N/A	0	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	0	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	0	*	N/A

Assessment Performance Results	Number of Students	Status	Change
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Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:

Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Number of Students	Status	Change
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California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Number of Students	Level 1	Level 2	Level 3
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Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	0	*	*
English Learners	0	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	0	*	*
Students with Disabilities	0	*	*
African American	0	*	*
American Indian	0	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	0	*	*
Pacific Islander	0	*	*
Two or More Races	0	*	*
White	0	*	*

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Number of Students	Status	Change
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California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Number of Students	Level 1	Level 2	Level 3
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Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism </u>	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0
 Socioeconomically Disadvantaged: 0%
 English Learners: 0%
 Foster Youth: 0%
 Dashboard Release:
Grade Span: N/A
 Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
 Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Ánimo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:

Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Los Angeles County Office of Education)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Animo City of Champions Charter High - Los Angeles County

Enrollment: 0 Socioeconomically Disadvantaged: 0% English Learners: 0% Foster Youth: 0% Dashboard Release:
Grade Span: N/A Charter School: No

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 3 (Parent Engagement)

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

Animo City of Champions Charter High - Los Angeles County

Optional Narrative Summary (Completed by Animo City of Champions Charter High)

Animo City of Champions Charter High School, located in the city of Inglewood, had its founding 9th grade class in 2017 and is a part of Green Dot Public Schools. The school serves 170 9th grade students and will add one grade level each year until serving grades 9 through 12. The school aims to serve a demographic of students reflecting the Inglewood community: 30% African American, and 70 % Latino students, 10% students with disabilities and 20% students designated as English Learners.

This organization does not have any data for the selected release year.

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Los Angeles County Office of Education School District

List of Schools

This page lists the names of all schools and school districts within the county, and shows their performance levels for all students on the state indicators.

School Name ▲	Suspension Rate ▼	English Learner Progress ▼	English Language Arts ▼	Mathematics ▼	Graduation Rate ▼
Los Angeles County Office of Education					
Afflerbaugh-Paige Camp					
Alternative Opportunity Programs					
Central Juvenile Hall					
East Los Angeles County Community					
Gonzales, David Camp					
International Polytechnic High					
Jarvis Camp					
Kirby, Dorothy Camp					
L.A. County High School for the Arts					
Los Angeles County Special Education					
Los Padrinos Juvenile Hall					
McNair Camp					
Mendenhall, William Camp					
Nidorf, Barry J.					
Onizuka Camp					
Phoenix Academy Residential Education Center					
Renaissance County Community					
Rockey, Glenn Camp					
Scott, Joseph Camp					
Scudder, Kenyon Camp					
Smith Camp					

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Provide Basic Services:

1. Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching.
2. Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition.
3. Students will have access to the educational program as outlined in the school's charter petition.
4. Students will participate in at least one year of Physical Education throughout their high school career.
5. Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career.
6. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

1. 100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.

Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.

2. 100% of ELA and Math teachers will use standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks.

Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.

Expected

Actual

<p>3. 100% of high school courses will be reviewed and approved in the Green Dot Course Catalog. Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs.</p>	<p>Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.</p>
<p>4. The school will offer at least one Physical Education course offering.</p>	<p>Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.</p>
<p>5. The school will offer at least one visual and performing art (VAPA) elective.</p>	<p>Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.</p>
<p>6. The school received an average score of 90% or higher on the facilities survey, indicating that the school is in good or exemplar repair.</p>	<p>N/A – the district manages facilities at the school.</p>

Actions / Services

Action 1

<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>Human Resources:</p> <ul style="list-style-type: none"> Green Dot’s Human Resources and Human Capital teams review teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources works with employees on 	<p>Human Resources</p> <ul style="list-style-type: none"> Green Dot Human Resources and Human Capital reviewed teacher, counselor and administrator credentials, background checks and TB clearances at hire and at least once throughout the year to ensure all credentials are properly maintained Green Dot Human Resources and Human Capital work with employees on appropriate 	<p>\$19,113</p>	<p>\$26,735</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>appropriate renewals for credentials and other requirements</p> <ul style="list-style-type: none"> Green Dot recently implemented an improved system to automate employee lifecycle process (HRIS) 	<p>renewals for credentials and other requirements</p>		

Action 2

<p>Academic - Curriculum Design:</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development via surveys, professional development and working groups Serving on the Green Dot Curriculum Review Team is a leadership position across the district which provides teachers the opportunity to participate in feedback on curriculum and assessments Textbooks and classroom materials are tracked using online 	<p>Academic – Curriculum Design</p> <ul style="list-style-type: none"> Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments Green Dot Education Team and school staff (e.g., administrators, teachers) are engaged in curriculum development via surveys, professional development and working groups Textbooks and classroom materials are tracked using online system to ensure access for all students Interim assessments align to Common Core standards and are available for all core teachers 	<p>\$193,481</p>	<p>\$321,524</p>
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system to ensure access for all students

Action 3

<p>Academic – Interim Assessments:</p> <ul style="list-style-type: none">• Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year• Interim assessments align to Common Core standards and are available for all core teachers• Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year• Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction	<p>Academic – Interim Assessments</p> <ul style="list-style-type: none">• Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year• Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP• Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards and are available to all teachers via Green Dot’s online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments• Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year• Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and	<p>\$21,737</p>	<p>\$124,424</p>
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	<p>assess next steps to support instruction with interventions using the Green Dot Multi-Tiered System of Supports framework</p>		
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Action 4

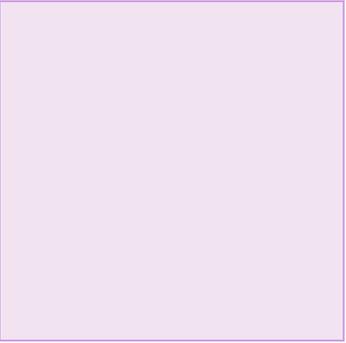
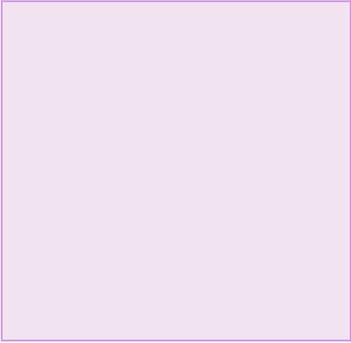
<p>Academic – Master Scheduling & Staffing:</p> <ul style="list-style-type: none"> Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year Master schedule reflects an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provides a venue for students to receive one-on-one academic consulting and additional support for core classes The school will be appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	<p>Master Scheduling & Staffing</p> <ul style="list-style-type: none"> Administrators utilized data to assess student course progress and placed students in appropriate classes for the upcoming year The master schedule reflected an emphasis on A-G curriculum and provides appropriate interventions for ELA and Math Advisory provided a venue for students to receive one-on-one academic consulting and additional support for core classes The school was appropriately staffed to implement the school master schedule, including elective courses (e.g., PE teacher, VAPA teacher) 	\$214,209	\$631,792
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Action 5

<p>Operations:</p> <ul style="list-style-type: none"> Annual facility inspections will be conducted by Green Dot Operations staff Regular facility inspections and audits will be conducted by school staff and Facilities team 	<p>Operations</p> <ul style="list-style-type: none"> Annual facility inspections by Green Dot Operations staff Regular facility inspections and audits by school staff and Facilities team 	\$757,931	\$501,786
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- School maintenance and repairs will be provided by Green Dot Operations staff and external vendors
- Furthermore, actions/services includes expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities

- School maintenance and repairs provided by Green Dot Operations staff and external providers
- Expenses such as rent, building maintenance and supplies were covered as the charter school must lease or purchase facilities



Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions/services were implemented as described in the previous year's LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 2

Proficiency for All:

7. Increase number of students scoring Met or Exceeded Standard on SBAC ELA assessments.
8. Increase number of students scoring Met or Exceeded Standard on SBAC Math assessments.
9. School will meet the annual API Growth Target or equivalent.
10. Increase number of EL students who reclassify as Fully English Proficient.
11. Increase number of EL students scoring “Early Advanced” and “Advanced” on the California English Language Development Test (“CELDT”) annual assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
7. Increase the percent of students scoring Met or Exceed Standard on the SBAC ELA assessment.	Ánimo City of Champions opened in the 2017-2018 school year with 9 th grade only. Thus, no information is available for the previous school year.
7. Increase the percent of students scoring Met or Exceed Standard on the SBAC Math assessment.	Ánimo City of Champions opened in the 2017-2018 school year with 9 th grade only. Thus, no information is available for the previous school year.
8. The school will meet or exceed API growth target.	N/A – APIs have not been calculated since the 2012-13 school year.

Expected

Actual

<p>9. Increase the percent of English Learners will reclassify as Fully English Proficient on the CELDT within a buffer of +/- 5% of previous year.</p>	<p>Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.</p>
<p>10. Increase the percent of EL students scoring “Early Advanced” and “Advanced” on the California English Language</p>	<p>Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.</p>

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum, Resources and Materials to Support Student Subgroups:</p> <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Green Dot has adopted the Carnegie Math program, grades 6-11, to support students and teachers in the transition to Common Core standards 	<p>Curriculum, Resources and Materials to Support Student Subgroup</p> <ul style="list-style-type: none"> • ELA intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have Tiered supports to meet their needs • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content 	<p>\$116,921</p>	<p>\$243,569</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>teachers to transition to Common Core content standards</p> <ul style="list-style-type: none"> • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies • Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP • Green Dot adopted the Carnegie Math program, grades 6-11, and the iReady math program to support students and teachers in the transition to common core standards • Professional development emphasizes the need to provide tiered interventions to support student success 		

Action 2

<p>Supports for EL students:</p> <ul style="list-style-type: none"> • Appropriate ELD courses are offered based on student needs (sheltered or ELD) • An EL resources page is online to support teachers 	<p>Supports for EL students:</p> <ul style="list-style-type: none"> • A Literacy dashboard was created to monitor CELDT scores, student performance in ELA classes and Lexile growth 	<p>\$11,279</p>	<p>\$9,532</p>
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<ul style="list-style-type: none"> • EL Leads on each campus comprise the Green Dot E Steering Committee which reviews the EL Master Plan and supports individual school sites with the review of data and their site-level program • A Literacy dashboard is used to monitor CELDT scores, students' performance in ELA classes and Lexile growth 	<ul style="list-style-type: none"> • Appropriate Designated and Integrated ELD courses are offered based on student needs • Professional development is provided to teachers around identifying EL students within their classes and utilizing the CA ELD Standards in Integrated ELD to best support those students • An online EL resources page was created to support teachers • Each school site has an Administrator Over ELs, who coordinates CELDT and ELPAC testing, co-facilitates ELD professional development, supports with EL and RFEP progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification. • EL Leads on each campus support their school site with ELD professional development, EL and RFEP progress monitoring and DELAC/parent engagement. 		
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Action 3

<p>Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students that have Individualized Education Plan will receive 	<p>Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> • Students with Individualized Education Plans receive 	<p>\$266,247</p>	<p>\$416,516</p>
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educational services in the Least Restrictive environment per the designation of this plan	educational services in the Least Restrictive environment per the designation of this plan		
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Action 4

<p>Supports for High Achieving Students:</p> <ul style="list-style-type: none"> • Student whose data reflects achievement above grade level will be supported through differentiated instruction in the classroom and the opportunity for electives, Honors and Advanced Placement courses 	<p>Supports for High Achieving Students:</p> <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	\$60,939	\$46,347
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Action 5

<p>Credit Recovery:</p> <ul style="list-style-type: none"> • Credit recovery and/or summer school is offered to support students in need of recouping credit • Credit recovery may be offered through a blended learning model, allowing students a personalized learning experience 	<p>Credit Recovery:</p> <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma 	See Expenditure in Prepare for college, leadership and life -- Salaries	\$72,258
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	<ul style="list-style-type: none"> • School has two counselors who provide academic and college counseling • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress • Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed • Credit recovery and/or summer school is offered to support students in need of recouping credit 		
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Action 6

<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development will be provided to all teachers on the Common Core literacy standards • Professional development will be provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing instructional leadership team members in each content area 	<p>Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive 2 professional development sessions per week and coaching from content-specific curriculum specialists as needed • Professional development has been provided to all teachers on the Common Core literacy standards • Professional development has been provided to core content teachers to transition to Common Core content standards • Green Dot utilizes the train-the-trainer model providing 	<p>\$362,908</p>	<p>\$371,246</p>
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<p>ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> Professional development will be provided to teachers around identifying EL students within their classes and SDAIE strategies to best support those students Professional development will be provided to all teachers around identifying their Special Education students and accommodations and modifications to ensure that students receive appropriate supports 	<p>instructional leadership team members in each content area ongoing support in curriculum development and instructional strategies</p> <ul style="list-style-type: none"> Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP Professional development emphasizes the need to provide tiered interventions to support student success 		
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Action 7

<p>Interim Assessments:</p> <ul style="list-style-type: none"> Green Dot interim assessments will be administered at least quarterly for ELA, Math, History and Science classes Mock performance tasks are given in both ELA and Math to prepare students for the CA MAPP Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to the structure and format of the CA MAPP 	<p>Interim Assessments</p> <ul style="list-style-type: none"> Interim assessments have been developed to align to Core Curriculum and provide teachers with the ability to analyze student performance data throughout the year Green Dot interim assessments are aligned to both Common Core content standards and Literacy standards to expose students to structure and format of the CA MAPP Curriculum Directors and Curriculum Specialists developed the ELA and Math “Course at a Glance” materials and curriculum maps that are aligned to CA Common Core State Standards 	<p>See Expenditure in Academic Interim Assessment</p>	<p>\$2,476</p>
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	<p>and are available to all teachers via Green Dot's online platform. Additional curricular resources available online include model unit plans, lesson plans and summative assessments</p> <ul style="list-style-type: none"> • Surveys are available for teachers to provide immediate feedback on interim assessments throughout the year • Interim assessment data will be analyzed by teachers and administrators during department meetings to identify trends and assess next steps to support instruction • Student assessment results are analyzed to determine which interventions to implement using the Multi-Tiered System of Supports framework 		
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Action 8

<p>Test Preparation:</p> <ul style="list-style-type: none"> • School will incorporate test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessment in March • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs • Green Dot interim assessments are aligned to both Common Core 	<p>Test Preparation:</p> <ul style="list-style-type: none"> • School incorporates test prep within the school day for all 10th grade students to ensure they are adequately prepared for the assessments • Mock exams are developed by the Ed Team and administered at the school site so teachers can use data to differentiate for student needs <ul style="list-style-type: none"> • ELA and Math intervention courses (Literacy Intervention, 	<p>\$10,588</p>	<p>\$9,797</p>
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content standards and Literacy standards to expose students to structure and format of the CA MAPP

Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions/services were implemented as described in the previous year's LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Moving forward, the school will modify the expected annual measureable outcomes related to SBAC performance from "Increase the percent of students scoring Met or Exceed Standard on the SBAC ELA and Math assessments," to "Increase the percent of students scoring Met or Exceed Standard on the SBAC ELA and Math assessment or outperform the statewide average." Additionally, the school will modify the goals related to English Learner performance to reference the English Language Proficiency Assessments for California ("ELPAC") instead of the California English Language Development Test ("CELDT") moving forward.

Goal 3

Prepared for college, leadership and life

12. Increase the percent of graduates that successfully complete A-G course requirements.
13. Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.
14. Increase EAP passage rates in ELA.
15. Increase EAP passage rates in Math.
16. Maintain low cohort dropout rates.
17. Increase graduation rates.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
11. Increase the percent of graduates who successfully complete A-G course requirements.	Ánimo City of Champions opened with 9 th grade in the 2017-2018 school year.
12. Increase the number of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above.	Ánimo City of Champions opened with 9 th grade in the 2017-2018 school year.
13. Increase EAP passage rates in ELA.	Ánimo City of Champions opened with 9 th grade in the 2017-2018 school year.
14. Increase EAP passage rates in Math.	Ánimo City of Champions opened with 9 th grade in the 2017-2018 school year.

Expected

Actual

		Ánimo City of Champions opened with 9 th grade in the 2017-2018 school year.
15. Increase graduation rates.		Ánimo City of Champions opened with 9 th grade in the 2017-2018 school year.
All Students and statistically significant student groups	Greater than 85%	

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum:</p> <ul style="list-style-type: none"> • Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • A recommended application process is provided to all schools to ensure that all students have access to AP courses • All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress 	<p>Curriculum:</p> <ul style="list-style-type: none"> • Developed master schedule to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma • Provided recommended application process to all schools to ensure that all students have access to AP courses • Advisory course provided to all students (grades 9-12) which provided individualized academic consultancy and a review of graduation progress 	\$86,917	\$175,065

Action 2

<p>Professional Development</p> <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	<p>Professional Development:</p> <ul style="list-style-type: none"> AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board 	<p>See Expenditure in Professional Development</p>	<p>\$46,732</p>
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Action 3

<p>Counseling:</p> <ul style="list-style-type: none"> School has two counselors who provide academic and college counseling Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed 	<p>Counseling:</p> <ul style="list-style-type: none"> School has two counselors who provide academic and college counseling All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed All students take a Tier 1 support with an Advisory course which provides individualized academic consultancy Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services 	<p>\$62,725</p>	<p>\$48,712</p>
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Action 4

<p>Test Preparation:</p> <ul style="list-style-type: none"> • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams • All actions to prepare students for CA MAPP in ELA and Math will contribute to student college readiness scores used for EAP • All high schools incorporate SAT/ACT Prep into the school day for 11th grade students to ensure students are adequately prepared for the exam in the spring 	<p>Test Preparation:</p> <ul style="list-style-type: none"> • A recommended application process was provided to all schools to ensure that all students have access to AP courses • AP classes offered include an AP-approved syllabus and teachers are highly encouraged to attend training by the College Board • Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams 	<p>\$690</p>	<p>\$42,984</p>
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Action 5

<p>Parent Involvement:</p> <ul style="list-style-type: none"> • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students 	<p>Parent Involvement:</p> <ul style="list-style-type: none"> • Progress reports are sent home quarterly to inform students and parents of academic progress in each course • Parent workshops educate parents on graduation requirements and how to best support their students 	<p>\$5,345</p>	<p>\$6,321</p>
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Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions/services were implemented as described in the previous year's LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 4

Focus on school culture:

- 18. School will maintain high Average Daily Attendance (“ADA”) rate
- 19. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.
- 20. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.
- 21. School will maintain a low annual expulsion rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected

16. School will maintain a high Averaged Daily Attendance (“ADA”) rate.

All Students	Greater than 90%
Low Income	Greater than 90%
Latino	Greater than 90%
African American	Greater than 90%
English Learners	Greater than 90%
Special Education	Greater than 90%

17. School will decrease student chronic absenteeism rate year-over-year or reduce its schoolwide chronic absenteeism rate to 10% or less.

18. School will decrease suspension rate year-over-year or reduce its schoolwide suspension rate to 5% or less.

Actual

Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.

Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.

Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.

Expected

Actual

<p>19. School will maintain a low annual expulsion rate.</p>	<p>Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.</p>

Actions / Services

Action 1

<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>
<p>Attendance:</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	<p>Attendance</p> <ul style="list-style-type: none"> Attendance is taken daily and tracked via PowerSchool (Green Dot's student information system) Office staff communicates daily with parents to inform them of student absences and/or tardies Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year School utilizes the SART (Student Attendance Review Team) process to identify students with chronic absences and provide interventions as needed Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and/or possible referral to the judicial system 	<p>\$12,436</p>	<p>\$7,940</p>

Action 2

<p>School Culture Team:</p> <ul style="list-style-type: none">• School has a Safe & Civil team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students• The Safe & Civil team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program• A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus• Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses	<p>School Culture Team:</p> <ul style="list-style-type: none">• School has a School Culture Team (designated group of teachers) charged with analyzing data, developing professional development and supporting school-wide policies to create a safe and civil environment for staff and students• The School Culture Team meets bi-monthly and attends four trainings per year provided by the Safe & Civil Schools program• A Safe & Civil dashboard has been created to provide schools with timely data that is used to inform professional development on campus• Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance• Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses• Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion	<p>\$23,067</p>	<p>\$53,195</p>
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	<ul style="list-style-type: none"> • Green Dot provides universal, as well as Tier 2 and 3, interventions to support student behavior • Green Dot provides professional development to schools to implement positive behavior intervention and supports as a Tier 1 support 		
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Action 3

<p>Response to Intervention/Multi-Tier Systems of Support:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive Response to Intervention model to support student with both academic and behavioral interventions 	<p>Response to Intervention and Multi-Tier System of Support:</p> <ul style="list-style-type: none"> • Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses • Students receive tiered interventions with the goal of supporting student success • School leaders and teachers receive professional development to develop and implement Multi-Tier System of Support at the school 	<p>\$33,660</p>	<p>\$35,496</p>
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Action 4

<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance 	<p>Discipline Policy and Matrix:</p> <ul style="list-style-type: none"> • Green Dot has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance 	<p>\$75,625</p>	<p>\$80,639</p>
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- Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion

- Green Dot Education Team is actively supporting schools in establishing alternatives to suspension, response to intervention practices and mental health services to reduce the suspension rate on all campuses
- Green Dot has established a Discipline Review Board at the campus level and a Discipline Review Panel district-wide to ensure all students receive due process pending expulsion
- The school implements a positive behavior intervention and support as a universal support for students to reach behavior goals

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

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Overall, the school was effective in implementing the services to meet its LCAP goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 5

Parent, Student and Community Engagement:

- 22. At least two parents will serve on the School Advisory Council (“SAC”).
- 23. At least two parent activities or events will be held per semester.
- 24. Students, families and the school community will feel a sense of connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
20. At least 2 parents will serve on the SAC.	Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.
21. At least 2 parent activities or events will be held per semester.	Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.
22. School will receive at least an 80% score on the survey question: “Would you recommend this school to a friend?”	Ánimo City of Champions opened in the 2017-2018 school year. Baseline information will be available next year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement and Participation: <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two parents are 	Parent Engagement and Participation: <ul style="list-style-type: none"> • Green Dot School Advisory Council bylaws ensure two 	\$4,145	\$34,714

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>elected to the serve on the School Advisory Council (SAC)</p> <ul style="list-style-type: none"> • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education • School offers parent workshops to engage parents in the educational process 	<p>parents are elected to the serve on the School Advisory Council (SAC)</p> <ul style="list-style-type: none"> • Parent participation on the SAC allows for parents to have input into school policies and budget, and regularly review school data • School hosted at least 2 parent events per semester (e.g., open house, parent conference, coffee with principal) • School offered Parent Academy/trainings for interested families 		

Action 2

<p>Communications:</p> <ul style="list-style-type: none"> • School communicates with parents regularly via monthly letters, calendars and the use of an automated calling system • School hosts annual events including orientation, back-to-school night and other activities to engage parents in the school community • School administers an annual family survey to garner feedback from parents on all aspects of the school including teacher 	<p>Communications:</p> <ul style="list-style-type: none"> • School has a Parent Coordinator whose responsibilities includes planning activities and managing communications with parents/guardians • Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their students' education 	<p>\$6,378</p>	<p>\$15,600</p>
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<p>performance, school safety and stakeholder satisfaction</p> <ul style="list-style-type: none"> • School analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator • Monthly parent workshops are provided on each campus and often include an update on student attendance rates for the year 			
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Action 3

<p>Community Partnerships:</p> <ul style="list-style-type: none"> • School looks to engage the community through partnerships that can provide services to families both on and off campus 	<p>Community Partnerships:</p> <ul style="list-style-type: none"> • School engages community via partnerships with community organizations, open house nights, and distribution of information regarding community services 	<p>\$50,205</p>	<p>\$104,955</p>
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Analysis

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N/A

Section 3: STUDENT ACHIEVEMENT PLAN

- The 2017-2018 school year was the baseline year for Measurable Pupil Outcomes and LCAP goals, in which the school set a goal of 5% or less suspension rate. For the 17-18 school year, the school ended with 13.0% CDE overall suspension rate.
 - Ánimo City of Champions is committed to reducing its suspension rate and maintaining a low suspension rate moving forward. The school anticipates having a lower suspension rate in the 2018-19 school year and only issues suspensions when they are critical for the safety of staff and students. The school's goal is to create a comprehensive response to any incident, which includes (a) reinstatement meetings for all involved with administrators (b) reintegration meetings for all involved with mental health professionals (c) restorative commitments made publically by all students involved, (d) mediations between all students involved (e) advisory lessons for all students at the school on what it means to be a student at City of Champions, (f) administrators pushing into classes to teach lessons on tolerance, and (g) principal holding a special Coffee with the Principal to discuss the any incident.



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

December 26, 2018

TO: Mr. Indra Ciccarelli, Director II
Charter School Office
Division of Accountability, Support and Monitoring

FROM: Yong Kim, Facilities Planning Specialist yk
Facilities Planning Services
Division of Facilities and Construction

SUBJECT: Inspection Report – Annual
Animo City of Champions Charter High School
14 Classrooms and Offices
9330 S. 8th Avenue
Inglewood, CA 90305

This report is generated from a site inspection conducted on December 5, 2018, which includes the Charter School Facilities Inspection Checklist, photos, site aerial plan, site plan and work order. In addition to the checklist, please note the items to be corrected under the sections titled “Comments”, “Required Corrections” and “Recommendations”.

If you have any questions or need additional information, call me at (562) 922-8957.

YK
Attachments

cc: Ms. Cen’Cere Cooks, Green Dot Public Schools
Mr. Dean Felton
Mr. Darryl Brown, LACOE
Ms. Jema Estrella
Ms. Lila Sanchez
Ms. Roberta Stephens
Ms. Dina Wilson
Project File



**Los Angeles County
Office of Education**
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Leading Educators

Division of Facilities and Construction
Facilities Planning Services
(562) 803-8282

Facilities Inspection Checklist

NAME of Charter: Green Dot Public Schools
NAME of SITE: Animo City of Champions Charter High School

INSPECTION INFORMATION	
Date of Inspection: 12/5/2018	BFR/Work Order: FY18-19-10021
Participants: Yong Kim Talina Garcia	Date of Request: 11/06/18 Date Due: 01/15/19 Requestor/Telephone: Rachel Hoo/(562) 922-8981
Name of Ed Program: Charter Schools	Type of Inspection:
Grades of Students: 9th-12th	Annual <input checked="" type="checkbox"/> Expansion <input type="checkbox"/>
Specific Student Program:	Lease Renewal <input type="checkbox"/> Relocation <input type="checkbox"/>
Alt Ed, JCS,ISS, CCS,etc na	Existing <input type="checkbox"/> Follow-up <input type="checkbox"/>
Severe/Nonsevere (DSE) na	New Site <input type="checkbox"/> Emergency <input type="checkbox"/>
Student Designation (DSE) na	Other <input type="checkbox"/>
SELPA/PAU (if applies): na	Buildings: 5
	Classrooms: 14
	Student Occupants per Classroom: 9-20 per class

SITE INFORMATION	LEASE INFORMATION
Site Address: 9330 S. 8th Avenue Inglewood, CA 90305 Site Tel: (323) 565-4485	Lease Type (Agreement):
District (if applies): Inglewood USD	Commercial Lease <input type="checkbox"/>
Site Supervisor Name/Title: Cen'Cere Cooks/Principal	Facilities Use <input checked="" type="checkbox"/>
Site Supervisor Information:	Landuse <input type="checkbox"/>
Address: 9330 S. 8th Avenue	Memo of Understanding <input type="checkbox"/>
City: Inglewood	Month to Month <input type="checkbox"/>
State: CA	District-Prop 39 (Charter) <input type="checkbox"/>
Zip Code: 90305	Owned (land & buildings) <input type="checkbox"/>
Tel: (323) 565-4485	Other (i.e. SELPA) <input type="checkbox"/>
Email: cencere.cooks@animo.org	Owner/Landlord:
Local Building Agency/Jurisdiction:	District <input checked="" type="checkbox"/> Non-Profit (Church, etc.) <input type="checkbox"/>
Division of State Architect <input checked="" type="checkbox"/> County <input type="checkbox"/>	LACOE <input type="checkbox"/> Other (Probation,etc) <input type="checkbox"/>
City <input type="checkbox"/> Other <input type="checkbox"/>	Commercial <input type="checkbox"/>

BUILDING INFORMATION	
Building Type:	Construction Type:
LACOE-Permanent <input type="checkbox"/>	Wood Frame <input checked="" type="checkbox"/> (All Combustible) = D
District-Permanent <input checked="" type="checkbox"/>	Steel Frame <input type="checkbox"/> (Non-Combustible)
Commercial -Permanent <input type="checkbox"/>	Concrete/Wood <input type="checkbox"/> (Mixed Non-Combust/Combust) = M
Relocatable/Portable <input type="checkbox"/>	Masonry/Wood <input checked="" type="checkbox"/> (Masonry w/ Wood Roof) = C
Serial # (if app): <input type="checkbox"/>	Other:
LACOE ID/tag # (if app):	1 Story <input checked="" type="checkbox"/>
Other (indicate if applicable):	2 Story <input type="checkbox"/>

Division of Facilities and Construction
Facilities Planning Services
(562) 401-5464

Facilities Inspection Checklist

NAME of Charter:

Green Dot Public Schools

NAME of SITE:

Animo City of Champions Charter High School

Room Name & Use/Occupancy	Grades (Actual)	Classroom #	Building #	Yr Built (orig)	SF (approx)	# Student Occupants (Actual)	# Staff Occupants (Actual)	Max Occ per T24Code (OccLF=20)
Admin-Office #11	na	na	4	1960's	1,152	na	6	11
Admin-Office #12	na	na	4	1960's	1,152	na	6	11
Admin-Office								
Admin-Office								
Admin-Resource Rm/Copier/Mail								
Admin-Lounge								
Admin-Nurses Office								
Admin-Corridor/Common Space								
SUB-TOTALS (Admin)	na	na	1	1960's	2,304	na	12	22
Classroom	9th-12th	5	1	1960's	1,152	20	1	57
Classroom	9th-12th	6	1	1960's	1,152	20	1	57
Classroom	9th-12th	7	2	1960's	1,152	20	1	57
Classroom	9th-12th	8	2	1960's	1,152	20	1	57
Classroom	9th-12th	9	3	1960's	1,152	20	1	57
Classroom	9th-12th	10	3	1960's	1,152	20	1	57
Classroom	9th-12th	13	5	1960's	1,152	20	1	57
Classroom	9th-12th	14	5	1960's	1,152	20	1	57
Classroom	9th-12th	15	6	1980's	960	18	1	48
Classroom	9th-12th	16	6	1980's	960	18	1	48
Classroom	9th-12th	17	6	1980's	960	18	1	48
Classroom	9th-12th	18	7	1980's	960	18	1	48
Classroom	9th-12th	19	7	1980's	480	9	1	24
Classroom	9th-12th	20	7	1980's	480	9	1	24
Classroom								
Classroom (Relocatable)								
Classroom (Relocatable)								
Classroom (Relocatable)								
SUB-TOTALS (Classrooms)	9th-12th	14	6	60's&80's	14,016	250	14	696
Girl's Student Restrooms #1	9th-12th	na	na	1960's	180	na	na	na
Boy's Student Restrooms #1	9th-12th	na	na	1960's	180	na	na	na
Girl's Student Restrooms #2								
Boy's Student Restrooms #2								
Staff Restrooms	na	na	na	1960's	160	na	na	na
Kitchen / Food Preparation								
Assembly Rm								
Gymnasium								
Library								
Storage-Custodial/Maintenance Supplies								
Storage-Miscellaneous								
Storage -Office Supplies								
Fire Sprinkler Riser Rm								
Electrical Rm								
Mechanical Rm								
Playground								
TOTALS	9th-12th	14	7	60's&80's	16,840	250	26	718



Division of Facilities and Construction
Facilities Planning Services
(562) 803-8282

Facilities Inspection Checklist

Item Number and Description	Compliance	Non-Compliance	Not Applicable	Notes
General - Paperwork, Reports, and Miscellaneous				
1. Emergency manual is available in the school office.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Telephone numbers for paramedics, fire department, police/sheriff, ambulance, clinic or doctor available in each classroom. Emergency #911 is posted on all phones.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Copy of AHERA School Management Plan is available in school office. CFR40.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Certificate of Occupancy, type "E" occupancy or equivalent (i.e.- local bldg / fire dept paperwork). CBC 111.2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Field Act Compliant, i.e.; DSA, exempt, exception granted by local agency or equivalency.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Copy of the health permit or ServSafe Certification posted or equivalent facilitation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7. Air quality: Is there any indication of air pollution being present in campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8a. Uniform Complaint Procedures (UCP) are posted and forms accessible to public in the front main office. Obtain copy for CSO records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8b. Williams procedures-if the school opted in, then they must be posted and forms accessible to public. Obtain copy for CSO records.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ADA Compliance				
9. Facility compliant with the Americans with Disabilities Act (ADA) unless noted herein below:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Accessible Entrance (32" clear, door opening, clearances, hardware-closers, thresholds, etc). CBC 1133B and CBC 1117B.5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Access/Path of Travel (48" clear, 250 ft route, ramp 1:12 max, rails, stairs' nosing stripes, level, etc.) CBC 1117B.5, 1127B and 1133B.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Missing ADA ramp at classrooms 15,16.
12. Restrooms-students (H/C stall toilet,sink,grab bars,fixtures,60" dia,etc). CBC 1115B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Restrooms-staff (H/C stall toilet,sink,grab bars,fixtures,60" dia,etc). CBC 1115B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Parking Stall (loading, striping,signage,marked path). CBC 1129B and CBC 1117B.5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Missing ADA parking space.
15. Drinking fountains are accessible. CBC Table 1115B-1 and CBC 1117B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Telephone-public/classroom/office (height). CBC 1117B.2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Wheelchair lift (if present) is functioning and inspected annually and has not expired. CBC 1116B.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
18. Fire alarm system (strobes and horns) for hearing and visually impaired. CBC 907.5.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Missing strobes/horns.
19. Signage for hearing and visually impaired (i.e.; exits, room identification, etc). CBC 1117B.5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Assistive Listening Devices are provided and are operational. CBC 1104B.2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21. Accessible seating is provided in auditoriums, MPR, cafeteria and outdoor seating areas. CBC 1104B.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
22. Playground equipment and surfacing is accessible and conforms to all safety and fall zone regulations. CCR Title 22.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Fire / Life Safety				
23. Fire extinguishers available and accessible. Fire Extinguisher appropriate for hazard (i.e. extinguisher should be ABC type for use on wood/paper, flammable liquid, or electrical fire). CFC 906.1 (a).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Fire Extinguisher locations are marked with a sign. Fire extinguishers are available in each classroom. CFC 906.1(a).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Fire Extinguishers have monthly inspection tag signed/initialed, pull pin in place, pressure gauge in green area, annual service tag is current within the last 12 months. Insert date here 10/18/2018. F.I.T. #10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Fire Alarm system (manual-pull stations) in place, operational and visible. F.I.T. #10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Missing F.A. but has Firewatch on site.

Item Number and Description	Compliance	Non-Compliance	Not Applicable	Notes
Fire / Life Safety (continued)				
27. Fire Alarm system (automatic-horns/strobes/smoke) in place and operational. F.I.T.#10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
28. Fire Alarm panel is operational and unobstructed. CCR Title 19, Section 3.24.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
29. Aisles, corridors, stairways and passageways are unobstructed. CBC 1003.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. If fire sprinklers are present, system appears to be in working order (i.e., no missing or damaged sprinkler heads, heads not painted, etc.). Five year inspection tag posted. F.I.T.#10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
31. Exit doors open with one motion, are not blocked, and path from building is not obstructed. F.I.T. #10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Exits are clearly marked and electrical exit signs are functioning (check charging by pressing test button on electrical units). F.I.T. #10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Evacuation floor plan is posted. CCR Title 19, Section 3.13.(2) (c).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Fire pull Stations are in good condition. Emergency alarm system appears to be in working order.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
35. Window and wall coverings are fire resistive materials and placed away from heat sources: ie: radiators, electrical outlets, etc. CFC 807.1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36. Occupancy Load signage is posted in assembly areas; auditorium, cafeteria, MPR, etc. CBC 1004.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Building Facility Issues – (Interior-Good Repair/Cleanliness)				
37. Lighting is adequate in all areas. Light fixtures are working properly. Light covers (lens, diffusers, reflectors, etc.) are in place. F.I.T. #7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Missing lens to light fixture in Boys restroom.
38. Extension cords are free of frays, exposed wiring, or broken plugs, must not exceed six feet, and are to be used only as a temporary measure. Electrical outlets are free of overloads (excessive electrical plugs connected in one outlet). Appliances directly plug into outlets. CEC 422.33(a) and 605.5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Paper cutter equipped with bar guard near cutting edge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
40. Walls are free of hazards (i.e. tears, holes and water damage). Paint is not peeling, chipping or cracking. F.I.T. #4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. Floors are clean and free of hazards (i.e., torn carpeting, missing or broken floor tiles, holes and water damage). F.I.T. #4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. Ceilings are free of hazards (i.e., missing ceiling tiles, holes and water damage). F.I.T. #4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. Interior surfaces show no signs of mildew, mold odor and visual mold. F.I.T. 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
44. There is no evidence of water damage/intrusion (i.e.-no condensation, dampness, staining, warping, peeling, mineral deposits, etc). F.I.T. #4 & 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Flammable materials stored in approved, self closing, locked metal cabinets, marked "FLAMMABLE". Maximum quantity on hand is one gallon. F.I.T. #11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
46. Furniture is in good repair (i.e., no sharp edges, broken legs, arms, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
47. All cabinets and bookcases secured to wall, floor or each other if over four feet tall.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
48. Ladders are secured and have no broken rungs, spreader bar not bent or broken and equipped with rubber safety feet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
49. Power is available throughout the facility. There is no evidence that any portion of the school has a power failure. F.I.T. #7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
50. Electrical equipment appears to be properly covered and guarded. Outlets, switch plates, junction boxes and fixtures are covered and appear to be working properly. No exposed electrical wires (telephone & computer wires not applicable). F.I.T. #7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
51. Main electrical box is identified and all switches and circuit breakers properly labeled. Electrical panel and transformers unobstructed within three feet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
52. Gas and water shut off valves locations are posted.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
53. Facility appears free of gas leaks (i.e., no odor is detected, no broken pipes are evident). F.I.T. #1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
54. Facility sewage system appears to be operating properly (i.e., no flooding, stoppage, odors, etc.). F.I.T. #3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
55. HVAC system appears to be operating properly. F.I.T. #2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
56. Facilities are ventilated mechanically/naturally. F.I.T. #2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
57. If exhaust fans are present, fans appear to be operating properly. F.I.T. #2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
58. Ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust. F.I.T. #2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
59. Interior temperatures appear to be maintained within normally accepted ranges. F.I.T. #2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Item Number and Description	Compliance	Non-Compliance	Not Applicable	Notes
Building Facility Issues – (Interior-Good Repair/Cleanliness; continued)				
60. The ventilation units are not generating any excessive noise or vibrations. F.I.T. #2	■	<input type="checkbox"/>	<input type="checkbox"/>	
61. Restroom, food prep (if applicable) facilities are operational, sanitary, and free from excess water on floors from leaks and drips. F.I.T. #8	■	<input type="checkbox"/>	<input type="checkbox"/>	
62. Restrooms are stocked with proper supplies and are open during school hours.	■	<input type="checkbox"/>	<input type="checkbox"/>	
63. Areas evaluated are free of accumulated refuse, dirt, grime. F.I.T. #5	■	<input type="checkbox"/>	<input type="checkbox"/>	
64. Areas evaluated are free of graffiti. F.I.T. #5	■	<input type="checkbox"/>	<input type="checkbox"/>	
65. Drinking fountains are clean and functioning with no evidence of leaks. Water pressure is adequate. Water is clear and does not have any unpleasant tastes. F.I.T. #9	■	<input type="checkbox"/>	<input type="checkbox"/>	
66. Stairs or platforms above 30" high have handrails and non-slip tread surface or tape.	■	<input type="checkbox"/>	<input type="checkbox"/>	
67. Storage areas are free of build up of combustibles or materials.	■	<input type="checkbox"/>	<input type="checkbox"/>	
68. Facility appears to be structurally sound (i.e., no severe cracks, no sagging ceilings or floors, no missing posts or beams, no apparent dry rot/mold in structural elements like posts or beams, door frames are square and doors open freely). F.I.T. #12	■	<input type="checkbox"/>	<input type="checkbox"/>	
69. No evidence of major pest or vermin infestation (i.e., holes in the walls, floors or ceiling, rodent droppings odor caused by a pest or vermin infestation). F.I.T. #6	■	<input type="checkbox"/>	<input type="checkbox"/>	
70. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. F.I.T. #11	■	<input type="checkbox"/>	<input type="checkbox"/>	
Site / Building Facility Issues – (Exterior-Good Repair/Safe)				
71. Grounds, blacktop, and sidewalks free of cracks or holes that could cause tripping or other types of injuries. F.I.T. #14	■	<input type="checkbox"/>	<input type="checkbox"/>	
72. All areas free of debris, broken glass, metal, etc.	■	<input type="checkbox"/>	<input type="checkbox"/>	
73. Landscaping sprinklers free of damage, no sharp edges, or pipe protruding which could be a tripping hazard.	■	<input type="checkbox"/>	<input type="checkbox"/>	
74. Shrubs, trees and ground cover are trimmed such that they do not obstruct walk paths or walk areas.	■	<input type="checkbox"/>	<input type="checkbox"/>	
75. Fencing is in good repair (i.e., no holes, breaches, or jagged edges) and gates are not broken or missing. F.I.T. #15	■	<input type="checkbox"/>	<input type="checkbox"/>	
76. Windows and doors free of sharp edges or splinters. No broken or missing windows or doors; door locks and equipment operate properly. F.I.T. #15	■	<input type="checkbox"/>	<input type="checkbox"/>	
77. Roof systems (i.e.-gutters, flashings, roof drains, etc) appear to be functioning properly. F.I.T. #13 (gutters, downspouts, drains)	■	<input type="checkbox"/>	<input type="checkbox"/>	
78. Exterior doors and gates are functioning and do not pose a security risk. F.I.T. #15	■	<input type="checkbox"/>	<input type="checkbox"/>	
79. Parking lot free of broken concrete bumpers, exposed rebar, or debris.	■	<input type="checkbox"/>	<input type="checkbox"/>	
80. Playground equipment is in good repair, clean, safe. F.I.T. #14	<input type="checkbox"/>	<input type="checkbox"/>	■	
81. Classroom door can be locked from the inside	■	<input type="checkbox"/>	<input type="checkbox"/>	

COMMENTS

The site has no fire alarm system but has Firewatch.

REQUIRED CORRECTIONS

■ *"The following items are to be addressed by the charter to ensure that the facility is compliant with current building code standards, some of which are noted below:"*

Item Number & Description

(Item #37) Install lens to light fixture in Boys restroom.

RECOMMENDATIONS

"The following items are to be noted by the program and discussed with the charter for consideration."

Item Number & Description

None

■ **ADA Compliance –Unreasonable hardship / NOT readily achievable** *"If the building is ever renovated, altered, expanded whereby a local building enforcing agency is required to review and approve the project, and whereby the project cost of the renovation exceeds \$161,298, twenty percent minimum of the renovation figure shall be spent to upgrade and other barriers to comply with the requirements of ADA."*

Item Number & Description

(Item #11) Provide ADA ramp to classrooms 15 and 16.

(Item #14) Provide ADA parking space.



**Los Angeles County
Office of Education**
Serving Students • Supporting Communities
Leading Educators

Division of Facilities and Construction
Facilities Planning Services
(562) 803-8282

Facilities Inspection Photos



(Item #23) Fire extinguisher in classroom



(Item #11) Missing ADA ramp to classrooms 15, 16



(Item #15) ADA drinking fountain



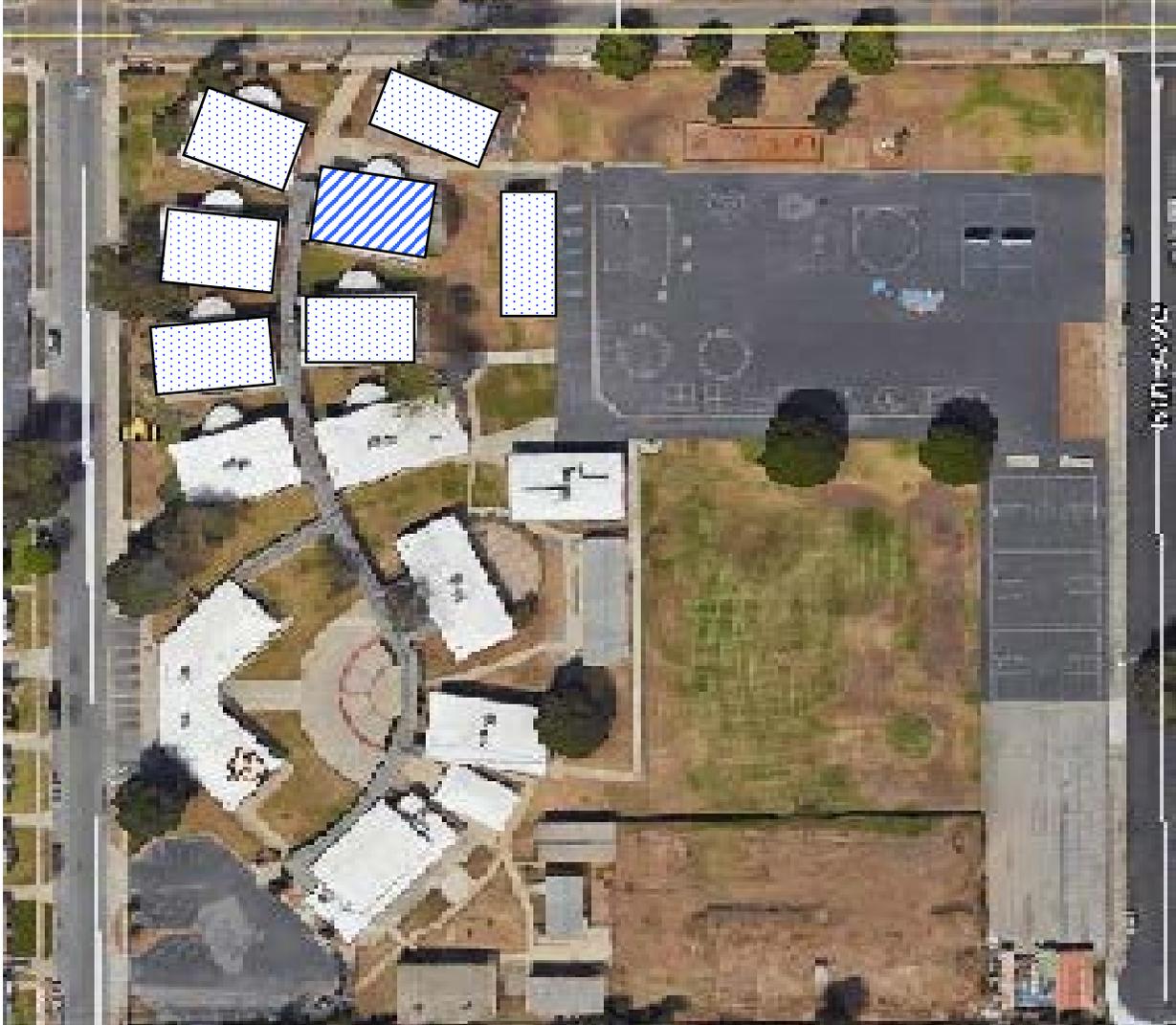
(Item #14) Missing ADA parking space



Exterior of classrooms



Interior of classroom



Animo City of Champions Charter High School

**9330 S. 8th Avenue
Inglewood, CA 90305**

**P. (323) 565-1600
F. (323) 565-1610**

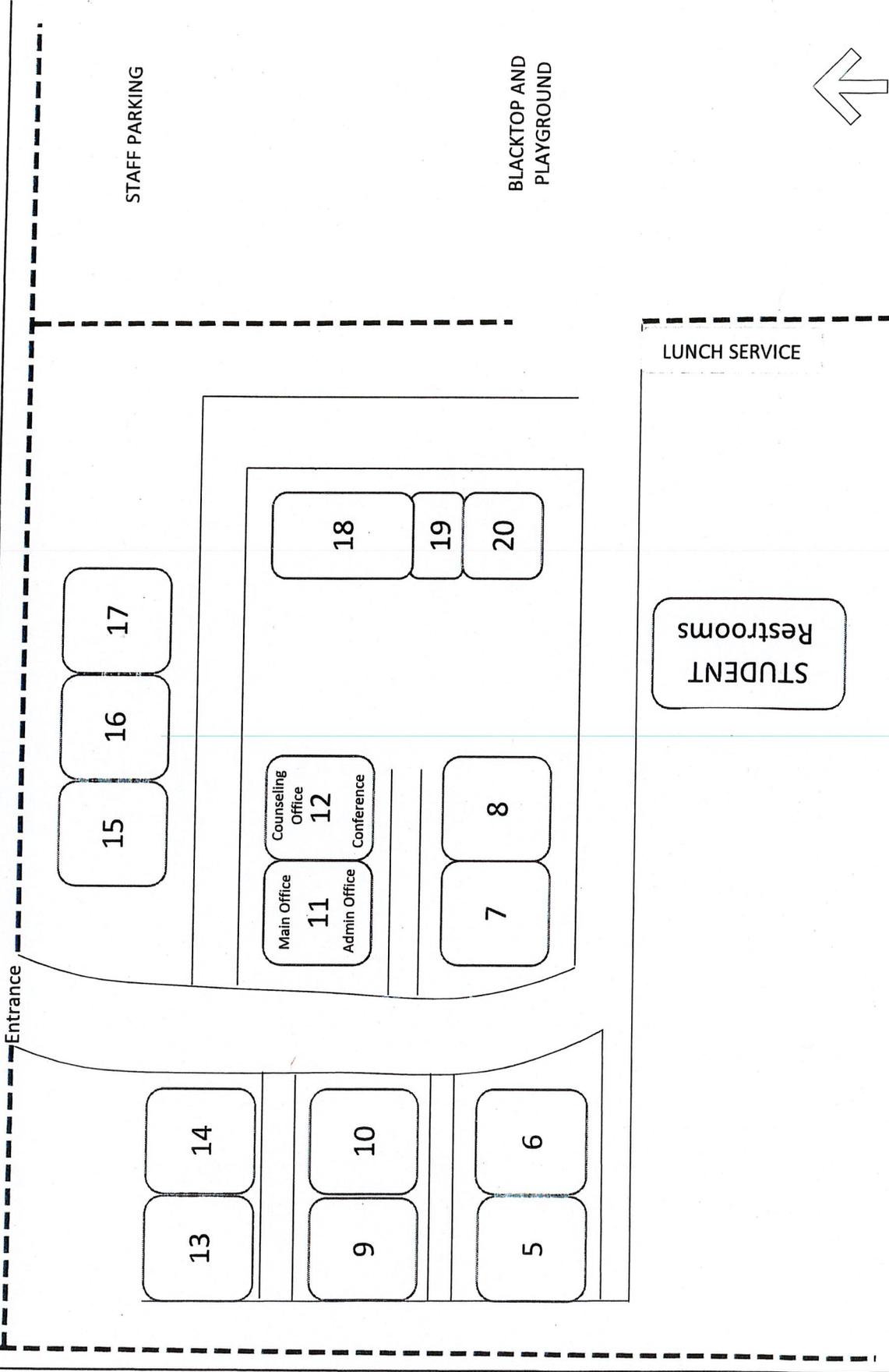
-  **Classrooms**
-  **Offices**



WEST ARBOR VITAE STREET

SOUTH 8TH AVENUE

Entrance



STAFF PARKING

BLACKTOP AND PLAYGROUND

LUNCH SERVICE

STUDENT Restrooms



Animo City of Champions

WORK ORDER

Work Order: **FY18-19-10021**

Campus: ANIMO CITY OF CHAMPIONS CHARTER HIGH

Requestor: Rachel Hoo

Submitted: 11/6/2018 9:41:37 AM

Assigned to: Kim, Yong

Trade:

Priority: Medium

Budget: _No Account Code Required

Status: Assigned to Dispatcher

Project Mgr:

Room/Location: Animo City of Champions

Description: *Conduct annual charter school inspection and issue report for fiscal year 2018-19 at charter school Animo City of Champions, 9330 S. 8th Ave., Inglewood, CA 90305. Contact is Cen'Cere Cooks, Principal, (323) 565-4485, email: cencere.cooks@greendot.org*

Requested by date: 1/15/2019

Labor

Date	Employee	Hours	Type	Date	Employee	Hours	Type

Materials

Description	Quantity	Date	Unit Cost	Total	Supplier	PO#

Action Taken / Comments:

12/5/18 Jema Estrella approved and assigned to Yong Kim earlier in Nov.

Authorized

Completed

Signature: _____ Date: _____

by: _____ Date: _____

(Property Address: ANIMO CITY OF CHAMPIONS CHARTER HIGH 9330 S. 8th Street, , Inglewood CA 90305)

SY18-19 Facilities Safety Checklists Results Summary

Month	% Score
Aug	97.92%
Sep	86.56%
Oct	92.39%
Nov	92.31%
Dec	N/A
Jan	N/A
Feb	N/A
Mar	N/A
Apr	N/A
May	N/A
2018-19 AVG	92.29%

INSTRUCTIONS: Use this checklist monthly to determine areas in your school facility that are satisfied. Fill out all highlighted cells. Record corrective actions taken if applicable. If N/A, leave blank.

DATE	
SOM	
OFM	

Color

		9		10		13	
#	I: CLASSROOM AREAS (Enter Room Numbers)	Sat	Unsat	Sat	Unsat	Sat	Unsat
1	Do all outlets work? (Ask teacher to identify trouble locations, if any)						
2	Do outlets and wall switches have a covers?						
3	Do all lights function properly?						
4	Is the area free of space heaters, cooktops, refrigerators, or portable AC units?						
5	Are all power strips plugged only into wall sockets?						
6	Does the clock and PA system function properly?						
7	Is the condition of window coverings acceptable?						
8	Are the windows clean?						
9	Are all windows free from breaks?						
10	Do all operable windows open?						
11	Does the teacher have the ability to blackout the room?						
12	Does the lockset function properly?						
13	Has the key code for the key used to access this space been recorded?						
14	Can the door be locked from the interior without a key?						
15	Does the space appear to be free of water intrusion?						
16	Is the space free of active trouble reports?						
17	Is the room clean and free of trash and debris?						
18	Is the flooring free from integrity issues?						

19	Are the walls free of damage or need for painting?						
20	Are the ceiling tiles free of damage or need of replacement?						
21	Are evacuation routes posted in all classrooms?						
22	Is there a charged fire extinguisher in the room?						
23	Is the room free of broken furniture?						
24	Are there recycle and trash bins in the classroom?						
25	Is the condition of the whiteboards in the room acceptable?						
26	Is the level of ghosting acceptable?						
27	Does the space lack visible signs of pest infestations?						
28	Are all bookcases seismically secured to the wall?						
29	Are chemical storage rooms free of clutter and debris?						
30	Are chemical storage cabinets labeled?						
31	Are chemicals and shelves labeled?						
33	Is there a demonstration station? (If 'No', then end Classroom Assessment here)						
34	If yes, is there natural gas service?						
35	Is it active?						
36	Does the HVAC system function properly?						
37	Is there a sink? (If 'No', then skip next question)						
38	Are the faucet and drain operable?						

SECTION I SUBTOTAL	0	0	0	0	0	0
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		Area 1		Area 2		Area 3	
#	II: ADMIN AND SUPPORT AREAS (Enter Room Number or Area Name)	Sat	Unsat	Sat	Unsat	Sat	Unsat
39	Do all outlets work? (Ask staff to identify trouble locations, if any)						
40	Do outlets and wall switches have a covers?						
41	Do all lights function properly?						
42	Is the area free of space heaters, cooktops, refrigerators, or portable AC units?						
43	Are all power strips plugged only into wall sockets?						
44	Does the clock and PA system function properly?						

45	Is the condition of window coverings acceptable?						
46	Are the windows clean?						
47	Are all windows free from breaks?						
48	Do all operable windows open?						
49	Does the lockset function properly?						
51	Does the space appear to be free of water intrusion?						
52	Is the room clean and free of trash and debris?						
53	Is the room free of active trouble reports?						
54	Is the flooring free from any integrity issues?						
55	Are walls free of damage and need for paint?						
56	Is there a charged fire extinguisher in the room?						
57	Is there broken or damaged furniture in the room?						
58	Are there recycle and trash bins in the room?						
59	Are faculty break and eating areas free from food and debris?						
60	Does the space appear to be free of water intrusion?						
61	Does the space lack visible signs of pest infestations?						
62	Are all bookcases and filing cabinets seismically secured to the wall?						
63	Does the HVAC system function properly?						

SECTION II SUBTOTAL	0	0	0	0	0	0
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		Area 1		Area 2		Area 3	
#	III: SITE AND COMMON AREAS (Enter Area Name)	Sat	Unsat	Sat	Unsat	Sat	Unsat
64	Do all light fixtures and standards appear intact and steady?						
65	Is access to electrical panels clear and unobstructed (36" minimum distance from panel)?						
66	Is access to switches and circuit breakers clear and not obstructed?						
67	Are doors and locks fully functional?						
68	Are Elevators functioning properly?						
69	Are elevator permits posted and up-to-date?						
70	Is the area free of any trip hazards, wet spots, grease/oils, protruding objects, and debris?						

71	Is outdoor signage in good condition?						
72	Are parking areas free from debris and overgrowth?						
73	Are flower beds and grass areas free from debris and overgrowth?						
74	Are fences and gates in good order and windscreens untornd?						
75	Is clear access to roof hatch ladders maintained?						
78	Are Fire Drill and Evacuation Manual documents available?						
79	Is there a 3' clearance at fire sprinkler, standpipe, and sprinkler shut off valves?						
80	Are all valves locked and chained in the open position?						
81	Are there spare sprinkler heads and a wrench near the sprinkler risers?						
82	Is there a minimum of 18" clearance from sprinkler heads in ceilings?						
83	Are fire extinguishers clearly accessible and mounted properly?						
84	Are fire extinguishers up to date?						
85	Are all outside fire lanes clear from obstructions (20 ft)?						
86	Are pull stations visible and operable?						
87	Are fire exits properly marked and/or illuminated?						
88	Are exit corridors free from storage and debris?						
89	Is there a pest infestation within the space?						
90	Are mechanical/machine rooms free of clutter and combustible materials?						
91	Are there items and/or debris piled next to water heaters?						
92	Are restrooms clean and orderly?						
93	Are restrooms free of graffiti?						
94	Are restrooms stocked with supplies?						
95	Do female restrooms have disposal units?						
96	Are all fixtures operational (sinks, faucets, flush valves)?						

SECTION III SUBTOTAL	0	0	0	0	0	0
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School facilities are maintained in good or exemplar repair (i.e., 100% in good or exemplary repair. Tally total Sat & Unsat. % = SAT / 45

TOTAL	0	0	0	0	0	0
PERCENTAGE SCORE	N/A					

