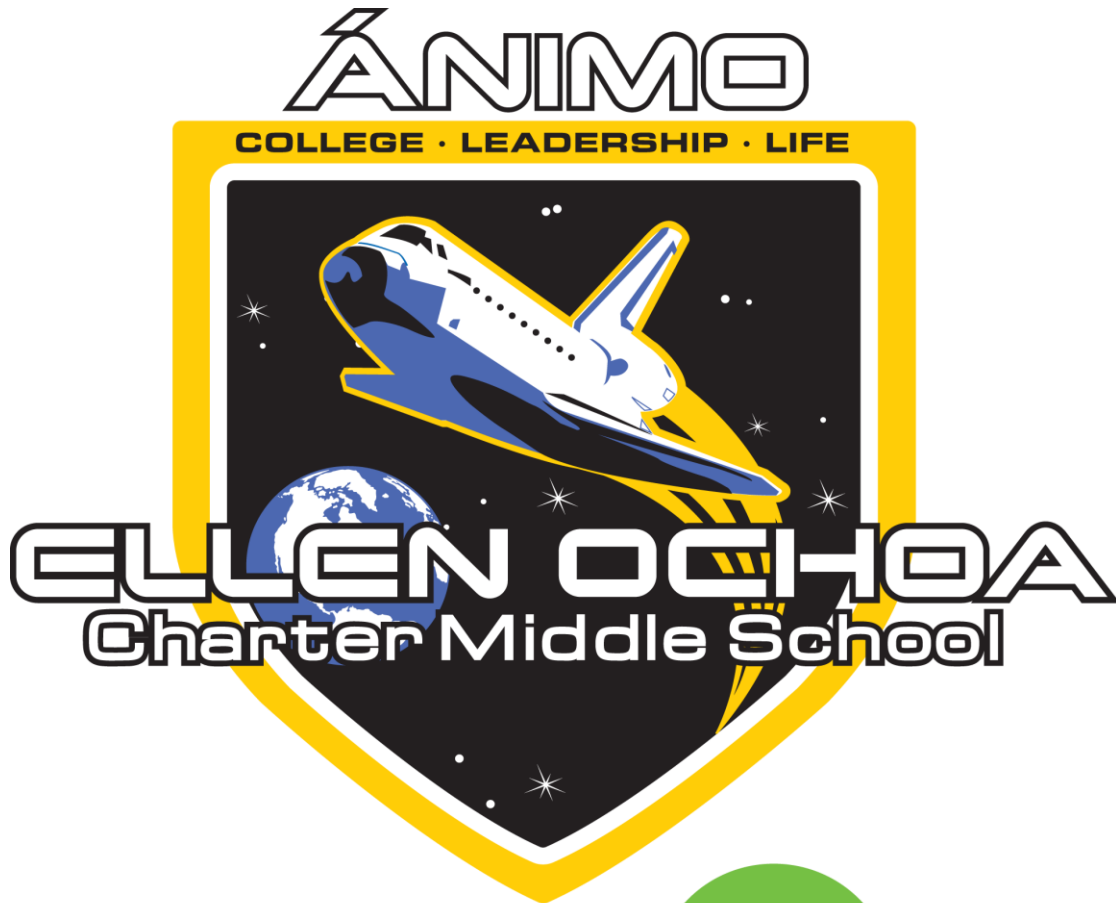


**Ánimo Ellen Ochoa Charter Middle School**  
A California Public Charter School



Green Dot Public **schools**

For the term July 1, 2026 to June 30, 2031

Submitted on July 18, 2025 to:  
Los Angeles Unified School District  
Board of Education

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## Assurances, Affirmations and Declarations

Ánimo Ellen Ochoa Charter Middle School (also referred to herein as “Ánimo Ellen Ochoa,” “AEO” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## Element 1: The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

### ACADEMIC CALENDAR AND SCHEDULES

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

### MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **SELPA Reorganization**

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

**Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

<b>GENERAL INFORMATION</b>	
The contact person for the Charter School is:	Naima Otero, Principal
The contact address for the Charter School is:	4360 Dozier Street Los Angeles, CA 90022
The contact phone number for the Charter School is:	(323) 565-3245
The current address(es) of the Charter School is/are:  (Please note: As charter schools’ eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school’s current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)	4360 Dozier Street Los Angeles, CA 90022
Location(s) is/are in the LAUSD Board District:	2
Location(s) is/are in the LAUSD Region:	East
The grade configuration of the Charter School is:	6-8
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	279
The grade level(s) are:	6-8
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	540
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional

The regular bell schedule will be:	See Element 1, “Sample Bell Schedule (Daily Schedule)”
The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.):	July 1, 2026 - June 30, 2031
If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	N.A.

**Strategy for Transforming Los Angeles Secondary Public Education**

Green Dot Public Schools (“Green Dot”), a non-profit public benefit corporation and charter management organization, is leading the charge to help transform public education so all students graduate prepared for college, leadership, and life. Green Dot is committed to creating small schools that provide high quality academic opportunities for all students. Green Dot believes that this model for all schools, can provide all students with equitable learning experiences regardless of zip code and raises the public's awareness around the need for high-quality, small public middle schools and high schools.

Green Dot currently operates 18 successful charter schools, 14 of which are authorized by the Los Angeles Unified School District, including Ánimo Ellen Ochoa. Green Dot serves nearly 10,000 students in some of the highest-need areas of Los Angeles. Green Dot’s schools are located in South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox, and Venice.

Since opening in 2014, Ánimo Ellen Ochoa Charter Middle School has existed to meet the specific needs of the students and community it serves. Ánimo Ellen Ochoa provides students in East Los Angeles with an alternative choice for middle school public education.

**New School Model for Urban Secondary Schools**

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past 25 years. Green Dot’s school model was created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership, and life.

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

***Green Dot’s Core Values***

- An Unwavering Belief in all Students’ Potential
- Passion for Excellence
- Personal Responsibility
- Respect for Others and the Community
- All Stakeholders are Critical in the Education Process

***Green Dot’s Theory of Change***

- College Ready Learners
- Highly Effective Team Members
- High-Quality Replicable Model
- Engaging Families and Communities

### ***Green Dot’s Academic Model***

- Ensuring Quality Teaching and Instruction
- Cultivating a College-going Culture
- Eliminating Barriers to Learning
- Promoting Leadership and Life Skills.

### **Results of Existing Schools**

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

### **Graduation and College Acceptance**

Green Dot schools have produced outstanding results: For the past three years an average of 75% of seniors applying to a UC school, have been accepted<sup>1</sup>, while 94% of the organization’s CSU applicants were accepted.<sup>2</sup> The graduation rates for most of our schools significantly outpace those of the schools where our students would have alternatively attended.

### **Working with Unions to Drive Change**

As part of a comprehensive strategy to drive change and to attract and retain high quality teachers, Green Dot has developed a uniquely collaborative relationship with its certificated employee union. Teachers at Green Dot’s schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (“CTA”). Green Dot management and the Asociación annually sign a Board-ratified contract that reflects our commitment to union reform. Key reforms written into the contract and agreed to by the union were: no tenure, a rigorous teacher performance evaluation, professional work days (no defined minutes) and just cause for discipline. Green Dot management also has a collective bargaining agreement with the Ánimo Classified Employees Association (“ACEA”), a CTA affiliate that is the collective bargaining unit of classified school staff. Annual contract ratification with ACEA reflects Green Dot’s belief that successful schools are run in partnership with labor unions.

### **Self-Reflection for Charter School**

Ánimo Ellen Ochoa is a high-quality school option serving the East Los Angeles community for 11 years. Based on the Charter School’s record of performance, Ánimo Ellen Ochoa has successfully implemented its educational program, which is evidenced most clearly by student growth and achievement. To provide context on the community the school serves, resident school median (“RSM”), district, and state data is included below. The resident schools, which were selected because they represent the traditional public schools that Animo Ellen Ochoa students may otherwise attend, are Belvedere Middle School, El Sereno Middle School, Griffith Middle School STEAM Magnet, and Hollenbeck Middle School, and Robert Louis Stevenson College & Career Prep.

### **Meeting the Needs of the Community Animo Ellen Ochoa Serves**

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<sup>1</sup> [Admissions by source school | University of California](#)

<sup>2</sup> [Workbook: Application\\_with systemwide](#)

<b>Ánimo Ellen Ochoa 2024 Census Day Enrollment Demographic Breakdown of Students Served<sup>3</sup></b>				
<b>Subgroup</b>	<b>AEO</b>	<b>Resident School<sup>4</sup> Median</b>	<b>LAUSD</b>	<b>State of CA</b>
Black	1%	1%	7%	5%
Latinx	98%	96%	74%	56%
Socioeconomically Disadvantaged	97%	95%	81%	63%
English Learners	16%	14%	20%	18%
Long-term English Learner	5%		1%	3%
Students with Disabilities	19%	18%	15%	14%
Students Experiencing Homelessness	2%	2%	2%	4%
Students Experiencing Foster Care	1%	1%	1%	1%

<b>Ánimo Ellen Ochoa Charter Middle School and Resident Schools 2024 Census Day Enrollment Demographic Breakdown of Resident School Students Served</b>							
<b>School</b>	<b>Black</b>	<b>Latinx</b>	<b>Socio-economically Disadvantaged</b>	<b>English Learner</b>	<b>Students with Disabilities</b>	<b>Students Experiencing Homelessness</b>	<b>Students Experiencing Foster Care</b>
Belvedere Middle School	0%	97%	96%	14%	22%	1%	1%
Griffith Middle School STEAM Magnet	1%	96%	86%	13%	14%	1%	0%
Robert Louis Stevenson College & Career Prep	1%	97%	96%	20%	20%	3%	1%

<sup>3</sup> CDE DataQuest

<sup>4</sup> Resident Schools are Griffith Middle, Robert Louis Stevenson College and Career Preparatory, Belvedere Middle, El Sereno Middle, and Hollenbeck Middle

Hollenbeck Middle School	1%	95%	95%	15%	18%	2%	1%
El Sereno Middle School	1%	90%	92%	10%	18%	2%	1%

Ánimo Ellen Ochoa offers a rigorous educational program supported by consistent student growth and achievement. The Charter School is currently designated a 2024 California Distinguished School and California School to Watch. Purposefully located in one of the most underserved neighborhoods in Los Angeles, East Los Angeles, the community served by Ánimo Ellen Ochoa Charter is home to a resilient and culturally rich population that also faces significant structural challenges. Over 40% of the community is foreign-born, and a substantial portion are non-citizen immigrants, many of whom encounter barriers to accessing public services and educational opportunities<sup>5</sup>. Educational attainment levels reflect these challenges, with just over 10% of adults holding a four-year college degree or higher<sup>6</sup>.

As a California Community School grantee, Ánimo Ellen Ochoa is a community hub providing extensive wraparound support by integrating academic, health, and social services to ensure student success and family well-being. Students benefit from tutoring, mental health counseling, basic needs assistance, and college tours, while families and the community receive access to parent workshops, healthcare, legal aid, and financial literacy programs. Through an agreement with East Los Angeles College, students can explore the school’s STEM-forward curriculum by earning college credit in the community college’s dual enrollment classes. A robust sports program provides the opportunity for students to participate in soccer, basketball, flag football, volleyball, and dance. By addressing academic, emotional, and economic barriers, Ánimo Ellen Ochoa fosters a supportive environment where students and families can thrive. The school’s consistent year over year increase in proficiency and growth is sustained through the depth of leadership experience, adherence to curricular norms, and adoption of a model for continuous improvement.

Open to all students, the Charter School makes a substantial effort to recruit students from low-income families in the East Los Angeles community, including students with disabilities and English Learners, who would typically attend Robert Louis Stevenson Middle School, Griffith Middle School, Hollenbeck, El Sereno, or Belvedere Middle School. In particular, the Charter School makes an effort to recruit from communities with historically low-performing schools and in need of a high-quality alternative option. Please see Element 7 for more information on how the Charter School seeks to attract students from these neighborhoods. The table above shows the demographic and achievement data for the Charter School’s target student population.

Additionally, Ánimo Ellen Ochoa has proven its ability to support strong student performance per LAUSD’s Annual Performance-Based Oversight Visit report. Ánimo Ellen Ochoa received the following scores on its 2024-25 Annual Performance-Based Oversight Visit Report: an Accomplished (4) rating in Governance and Organizational Management & Operations, and Proficient (3) ratings in Student Achievement and Fiscal Operations. These district-based evaluations further demonstrate Ánimo Ellen Ochoa’s ability to serve the student population and provide stability as a high-quality option for the East Los Angeles community.

Lastly, in an effort to further enhance students’ abilities to succeed in college, leadership, and life, Ánimo Ellen Ochoa provides four athletic teams and federally grant-funded after-school programming. This

<sup>5</sup> <https://censusreporter.org/profiles/16000US0620802-east-los-angeles-ca/>

<sup>6</sup> [Urban Institute \(2015\). \*The Characteristics of Unauthorized Immigrants in California, Los Angeles County, and the United States.\*](#)

allows students to explore their interests, improve their college-readiness, and engage intellectually and socially beyond the school day.

**Context on Student Population**

Ánimo Ellen Ochoa is located in East Los Angeles. The community has a rich history and culture. The majority of the school’s students will go on to be first-generation college graduates as only 10% of residents possess a college degree, compared to a county average of 32%.<sup>7</sup>

As described in the demographic table above, 97% of students at Ánimo Ellen Ochoa qualify for free or reduced-price meals.<sup>8</sup> In addition to coming from historically under-resourced communities, students entering Ánimo Ellen Ochoa are considerably behind their peers in their academic performance. According to 5th grade Smarter Balanced Assessment Consortium (“SBAC”) scores, students entering Ánimo Ellen Ochoa 2019 to 2024, on average, scoring in the 29th percentile in ELA and the 32nd percentile in Math.

Success in English Language Arts

As detailed below, the Charter School uses both statewide assessments and nationally-normed internal assessments to measure progress in ELA. The Smarter Balanced Consortium Assessment (“SBAC”) data is analyzed by Distance from Standard, percent of students meeting or exceeding the standard, and CORE student growth percentiles, all of which are approved by the State Board of Education as acceptable data sources for charter renewal. Ánimo Ellen Ochoa assessed students using Reading Inventory until 2023-24. Beginning in 2024-25, the Charter School assessed students’ literacy progress using Northwest Evaluation Association's Measures of Academic Progress (“NWEA-MAP”)<sup>9</sup>. Both internal assessments are identified by the State Board of Education as acceptable verified data sources for charter renewal. Ánimo Ellen Ochoa has successfully achieved more than one year of growth across all grades and student groups.

*English Language Arts: Students Enter Animo Ellen Ochoa Far from Standard*

Distance from Standard (“DFS”) measures how far each student is from the lowest possible scale score within the Standard Met (or Level 3) Smarter Balanced Assessment performance level. The SBAC has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. DFS allows us to see, on average, the performance of students and how far above or below they are from proficiency.

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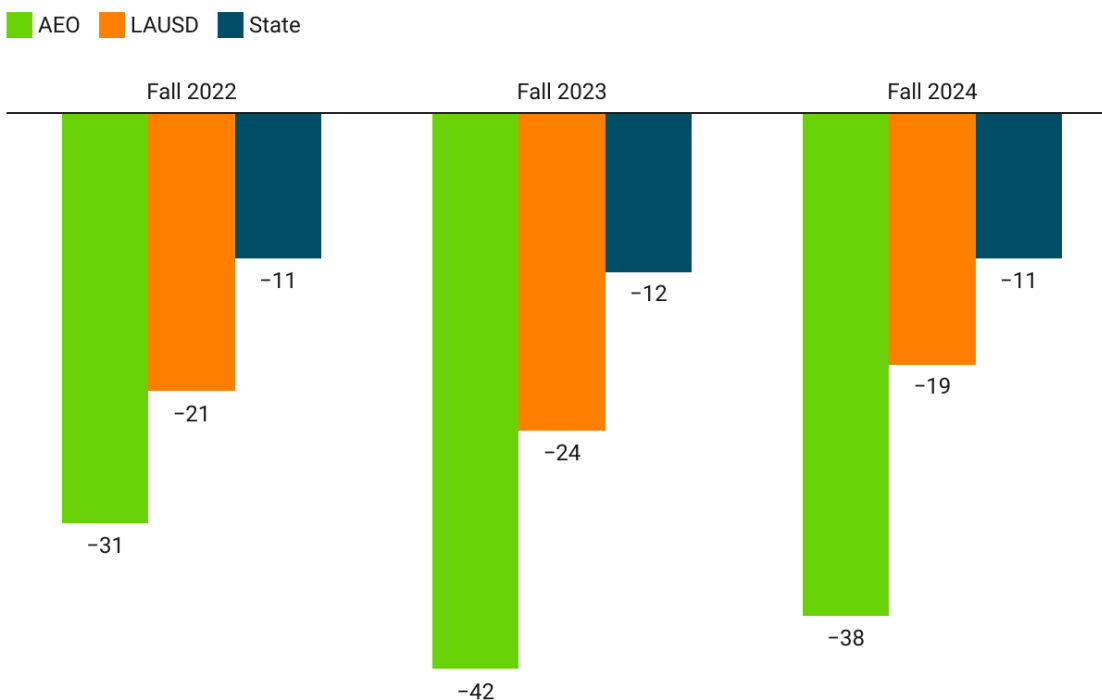
<sup>7</sup> <https://data.census.gov/table?q=DP02&g=160XX00US0620802>

<sup>8</sup> Data from the California Department of Education’s DataQuest: <http://data1.cde.ca.gov/>

<sup>9</sup> <https://www.nwea.org/about/>

## ELA - Incoming Class Distance from Standard

All Students - Comparison between incoming 5th grade graduates across AEO, LAUSD, and State



Source: CAASPP • Created with Datawrapper

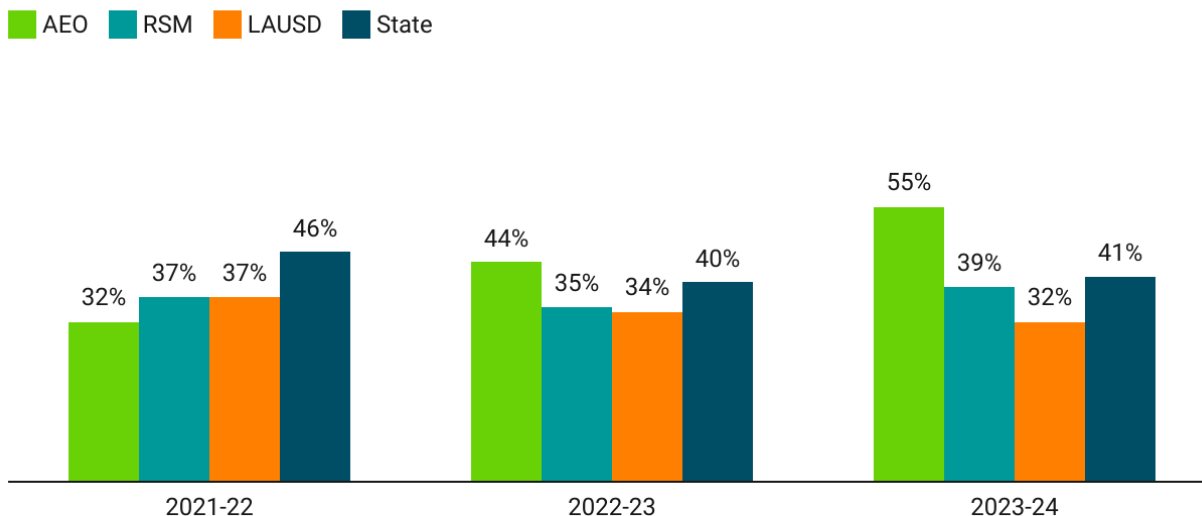
The Distance from Standard data for incoming Ánimo Ellen Ochoa students in English Language Arts, assessed at the end of 5th grade, highlights the significant academic gaps that students bring with them as they enter middle school. Each year, Ánimo Ellen Ochoa’s incoming 6th graders arrive in the Fall performing well below grade-level expectations as measured by the preceding spring’s testing data, with starting points that lag far behind both LAUSD and state averages. When students begin middle school this far behind, progress is not simply about maintaining proficiency, it is about catching up. The depth of these entry-level gaps makes Ánimo Ellen Ochoa’s demonstrated growth in ELA achievement all the more impressive. The school is accelerating learning, ensuring that those who begin furthest behind have the opportunity to reach and even exceed grade-level expectations by the time they exit eighth grade.

In Fall 2022, Ánimo Ellen Ochoa’s incoming students had an average ELA DFS of -31 percentage points, compared to -21 points for LAUSD and -11 points for the state. In Fall 2023, the gap widened further, Ánimo Ellen Ochoa’s incoming student DFS dropped to -42 points, while LAUSD stood at -24 points and the state held steady at -12 points. By Fall 2024 students entered Ánimo Ellen Ochoa with a DFS of -38, remaining substantially lower than LAUSD (-19 points) and the state (-11 points).

English Language Arts SBAC: *Ánimo Ellen Ochoa Students Improve Proficiency Year-over-Year*

## ELA - SBAC Met or Exceeded Proficiency

All Students - Comparison between AEO, RSM, LAUSD, and State from 2021-22 to 2023-24



Source: CDE DataQuest • Created with Datawrapper

The SBAC ELA data for *Ánimo Ellen Ochoa* tells a compelling story of academic progress and resilience, one that is clearly visible through both proficiency rates and DFS scores. Together, these measures reveal how far students have come toward achieving grade-level mastery.

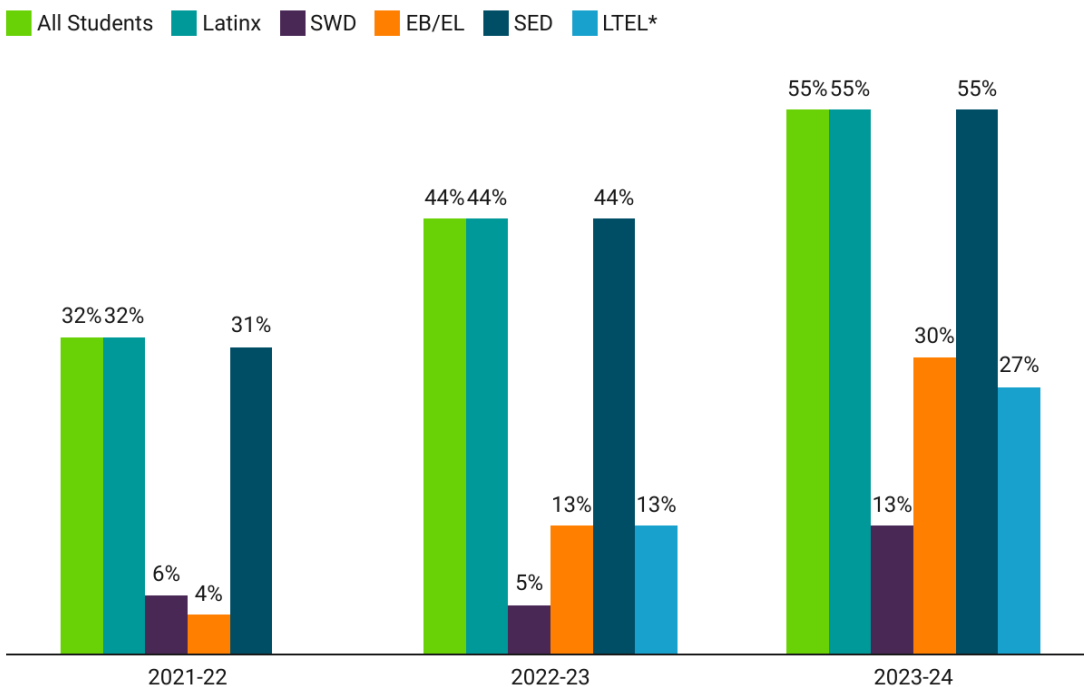
The percentage of *Ánimo Ellen Ochoa* students who Met or Exceeded proficiency standards on the English Language Arts SBAC assessment shows strong and consistent growth over the three-year period since the first post-pandemic Dashboard was released in 2021-22. In 2021-22, 32% of students met or exceeded standards. This figure rose to 44% in 2022-23 and climbed again to 55% in 2023-24, an impressive 23-point increase over three years.

This upward trend sharply contrasts with flat or declining performance from local and statewide peers. By 2023-24, *Ánimo Ellen Ochoa* outperformed the Resident School Median by 16 percentage points, the LAUSD average by 23 points, and exceeded the state average by 14 points.

English Language Arts SBAC: All Student Groups Improve Proficiency Over Time

## ELA - AEO Subgroups SBAC Met or Exceeded Proficiency

Numerically Significant Subgroups - Comparison between subgroups from 2021-22 to 2023-24



\*2021-22 data not available for LTELs

Source: CDE DataQuest • Created with Datawrapper

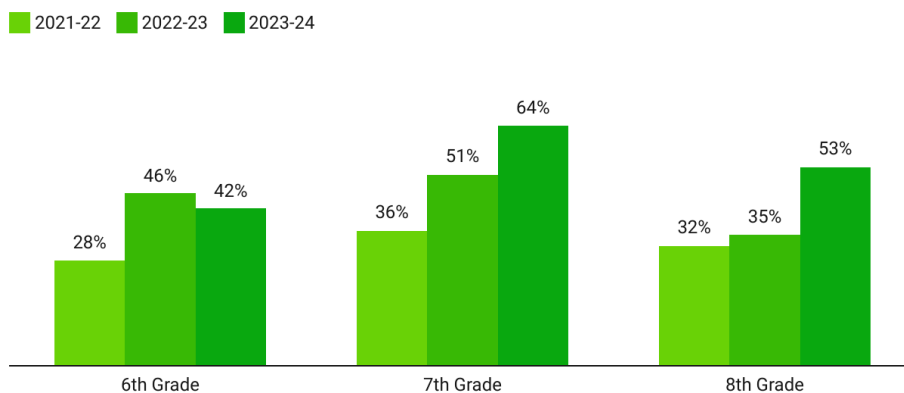
From 2021-22 through 2023-24, Ánimo Ellen Ochoa students demonstrated significant growth in English Language Arts, particularly among historically underserved student groups. Schoolwide, the percentage of students meeting or exceeding standards in ELA rose from 32% in 2021-22 to 55% in 2023-24, a 23-point gain. Simultaneously, Ánimo Ellen Ochoa’s DFS improved from -48 points to -4, a 44-point gain that brings students nearly to grade-level standards. This upward trajectory is mirrored across key subgroups, signaling both broad-based improvement and targeted success in closing achievement gaps.

Latinx students, who make up the majority of the student body, mirrored the schoolwide trend with proficiency rates rising from 32% to 55%. Among Socioeconomically Disadvantaged students, who also represent a significant portion of enrollment, proficiency rose from 31% to 55%. English Learners achieved particularly notable progress. Proficiency increased from just 4% in 2021-22 to 30% in 2023-24, a 26-point gain. Students with Disabilities also showed steady improvement: proficiency rose from 5% to 13% between 2022-23 and 2023-24.

*English Language Arts SBAC: Grade Level Proficiency Exceeds the State in 7th and 8th Grades*

**ELA - AEO Grade Level SBAC Met or Exceeded Proficiency**

Grade Levels 6th, 7th, and 8th - Comparison across grade levels between 2021-22 to 2023-24



Source: CDE DataQuest • Created with Datawrapper

From 2021-22 through 2023-24, Ánimo Ellen Ochoa students demonstrated consistent and substantial progress in ELA across all grade levels. Across all three years, each grade level made meaningful progress. In sixth grade, the percentage of students meeting or exceeding standards rose from 28% in 2021-22 to 46% in 2022-23, before settling in at 42% in 2023-24, well above original baseline.

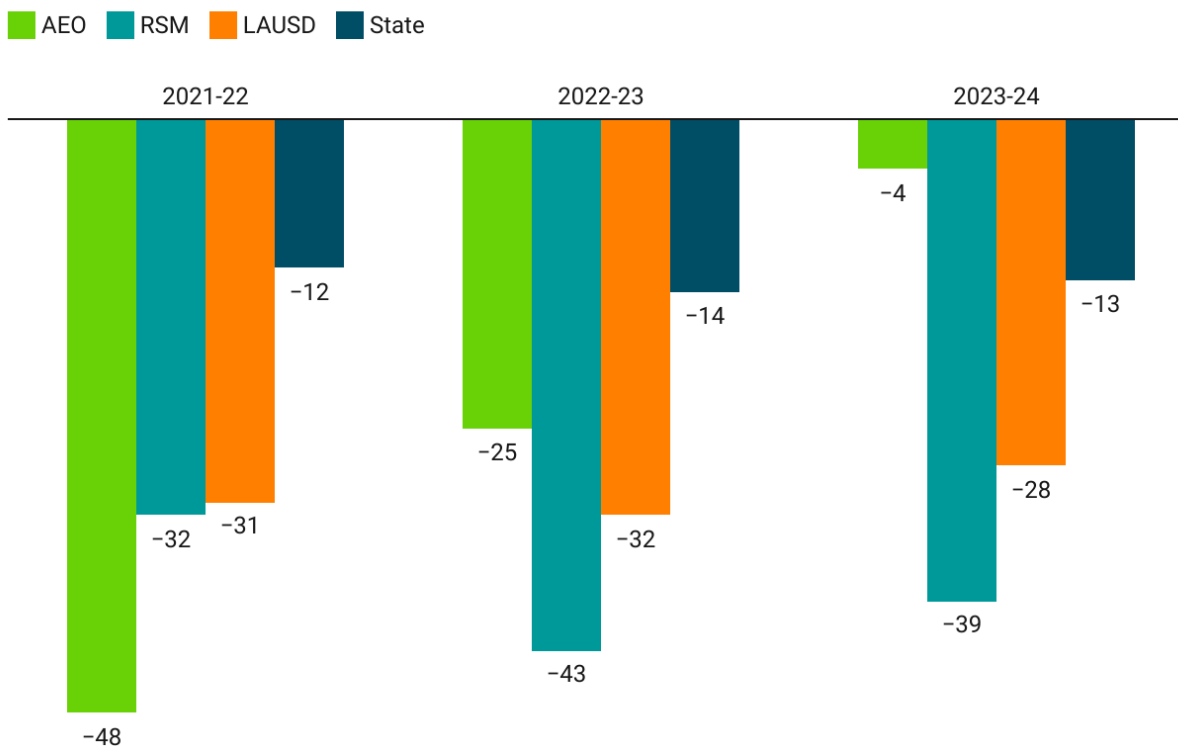
Seventh grade showed steady and significant improvement over time. Proficiency increased from 36% in 2021-22 to 51% in 2022-23, then surged to 64% in 2023-24.

Eighth grade students demonstrated the most dramatic growth. Proficiency rose from 32% in 2021-22 to 35% in 2022-23, followed by a substantial jump to 53% in 2023-24, evidence of accelerated academic gains in students' final year.

*ELA SBAC Distance from Standard: Ánimo Ellen Ochoa Students Surpass District and State*

## ELA - SBAC Distance from Standard

All Students - Comparison between AEO, RSM, LAUSD, and State from 2021-22 to 2023-24



Source: CA School Dashboard • Created with Datawrapper

The ELA SBAC DFS<sup>10</sup> outcomes provide clear evidence of a school’s ability to accelerate academic growth. Results for Ánimo Ellen Ochoa from 2021-22 through 2023-24 demonstrate a clear and significant upward trajectory in student performance. Over this three-year period, Ánimo Ellen Ochoa improved from -48 DFS in 2021-22 to -4 DFS in 2023-24, an extraordinary 44-point gain.

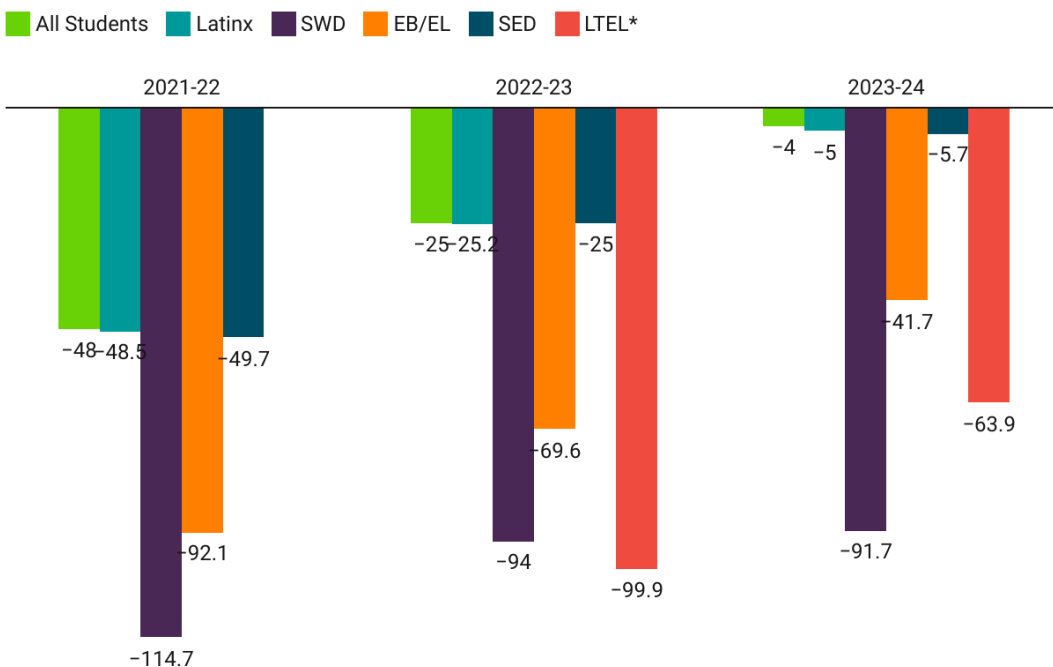
By 2023-24, Ánimo Ellen Ochoa nearly closed the ELA proficiency gap, outperforming the Resident School Median by 35 points and surpassing the districtwide average by 24 points. This aligns with LAUSD’s goal of increasing DFS in ELA.

<sup>10</sup> CAASPP scores downloaded from the California Department of Education’s DataQuest: <http://data1.cde.ca.gov/>

*English Language Arts SBAC DFS: All Students and Subgroups Improve Over Time*

### ELA - AEO Subgroups Distance from Standard

Numerically Significant Subgroups - Comparison between subgroups from 2021-22 to 2023-24



\*2021-22 data not available for LTELs

Source: CA School Dashboard • Created with Datawrapper

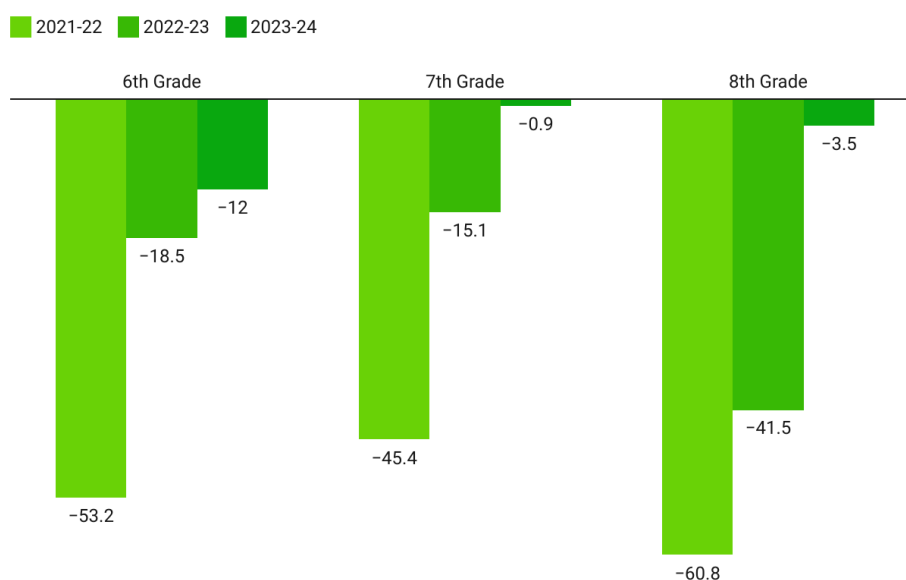
From 2021-22 through 2023-24, Ánimo Ellen Ochoa students demonstrated significant growth in English Language Arts, particularly among historically underserved student groups. Ánimo Ellen Ochoa’s DFS improved from -48 points to -4, a 44-point gain that brings students nearly to grade-level standards. This upward trajectory is mirrored across key subgroups, signaling both broad-based improvement and targeted success in closing achievement gaps.

Latinx students, who make up the majority of the student body, mirrored the schoolwide trend with DFS improving from -48.5 to -5. Among Socioeconomically Disadvantaged students, who also represent a significant portion of enrollment, improved nearly 44 points, from -49.7 to -5.7. English Learners achieved particularly notable progress. DFS improved by more than 50 points, from -92.1 in 2021-22 to -41.7 in 2023-24. Students with Disabilities also showed steady improvement. DFS for Students with Disabilities improved from -114.7 to -91.7 over three years.

*English Language Arts SBAC DFS: Students Overcome Entering Gaps*

**ELA - AEO Grade Level Distance from Standard**

Grade Levels 6th, 7th, and 8th - Comparison across grade levels from 2021-22 to 2023-24



Source: CA School Dashboard • Created with Datawrapper

From 2021-22 through 2023-24, Animo Ellen Ochoa students demonstrated consistent and substantial progress in ELA across all grade levels, as reflected in DFS. Across all three years, each grade level made meaningful progress. Sixth grade DFS improved from 53.2 to -12.0, a 41.2-point gain overall. This is particularly impressive given that students entering 6th grade are coming in further behind standard each year. In 2022-23 entering students tested in 2021-22 had a -31 DFS and in 2023-24 entering students tested in 2022-23 had a -42 DFS.

Seventh grade showed steady and significant improvement over time. DFS improved from -45.4 in 2021-22 to -0.9 in 2023-24, a 44.5-point gain, placing students nearly at grade-level standard.

Eighth grade students demonstrated the most dramatic growth. DFS improved by 57.3 percentage points from -60.8 in 2021-22 to -3.5 in 2023-24, evidence of accelerated academic gains in students’ final year.

*English Language Arts CORE SGP*

CORE Student Growth Percentile (“SGP”)<sup>11</sup> is another depiction of SBAC that compares a student’s academic progress to that of academic peers, students with similar test score histories. On May 18, 2023, the State Board of Education named CORE as an acceptable methodology for analyzing CAASPP data.<sup>12</sup> This data looks at an individual’s prior academic performance and most recent academic performance, and compares their growth to students across the state. Based on CORE’s methodology, an SGP of 31-70 represents median growth for a given grade and subject; scores above 70 indicate greater than average

<sup>11</sup> <https://coredistricts.org/>

<sup>12</sup> <https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1819may2023.docx>, <https://www.cde.ca.gov/be/ag/ag/yr23/agenda202305.asp>

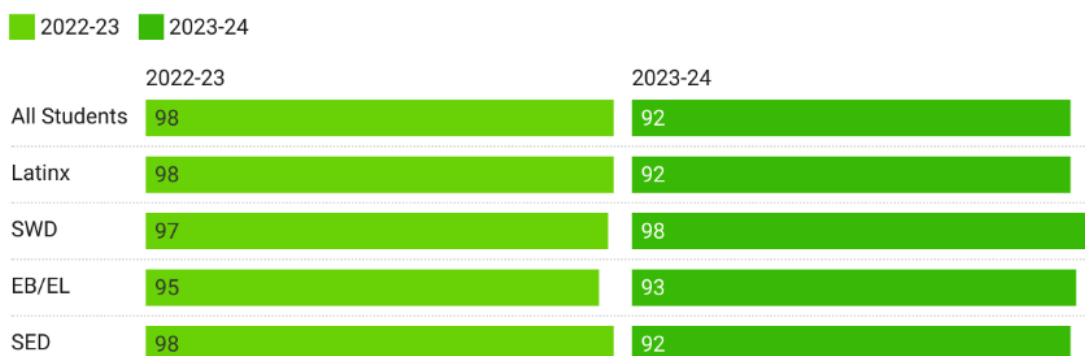
growth. This metric is commonly used in CORE districts, including LAUSD, to support school improvement and instructional planning.

*English Language Arts SBAC CORE SGP: Students Annually Achieving More Than One Year of Growth*

Ánimo Ellen Ochoa

## ELA - CORE Student Growth Percentile

Numerically Significant Subgroups - Comparison between subgroups from 2022-23 to 2023-24



Source: CORE • Created with Datawrapper

Ánimo Ellen Ochoa’s CORE SGP data for ELA reflects exceptionally high academic growth across all student groups, signaling that students are making significantly more progress year over year compared to their academic peers across the state. In 2022-23, Ánimo Ellen Ochoa posted remarkable results, with nearly every student group scoring in the 95th percentile or higher. All Students, Latinx students, and Socioeconomically Disadvantaged students each achieved a growth percentile of 98, placing them in the top 2% for growth statewide. Students with Disabilities scored a 97, and English Learners followed closely with a growth percentile of 95. These are both exceptionally high results, especially for student groups that historically face greater academic challenges.

In 2023-24, the data remained strong and continued to reflect high growth. All Students, Latinx students, and Socio-economically Disadvantaged students each scored a 92, which still places them in the top 8% of students statewide for growth. Students with Disabilities improved from 97 to 98. Students learning English demonstrated growth well above the state average.

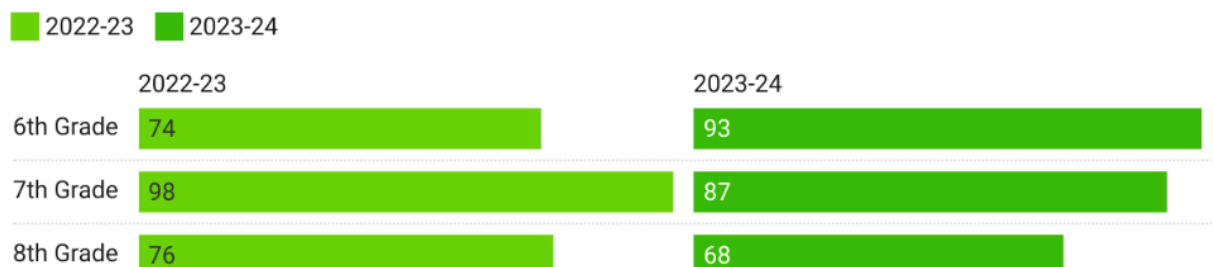
An SGP score within the range of 31-70 represents average growth. Ánimo Ellen Ochoa’s scores, ranging from the 92nd to 98th percentiles, are far above that benchmark, indicating that students are making progress at a rate that outpaces the vast majority of their academic peers. While proficiency rates show whether students have met grade-level standards at a point in time, growth measures like CORE SGP provide deeper insight into how much progress students are making, regardless of where they started. This is particularly important in schools like Ánimo Ellen Ochoa that serve large populations of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, who may begin their academic journeys below grade level due to systemic inequities or language development needs.

High growth scores demonstrate that Ánimo Ellen Ochoa supports students in catching up and helps them move forward at a pace that exceeds that of their peers statewide. It shows that the school is adding significant academic value each year, ensuring that all students, regardless of their starting point, are on a trajectory toward long-term success.

*English Language Arts SBAC CORE SGP: Students Achieve More Than One Year of Growth Annually*

## ELA - Grade Level CORE Student Growth Percentile

Grade Levels 6th, 7th, and 8th - Comparison across grade levels from 2022-23 to 2023-24



Source: CORE • Created with Datawrapper

The ELA CORE SGP growth data across grade levels is strong. Ánimo Ellen Ochoa’s results by grade level affirm the school’s ability to deliver consistently high academic growth. Ánimo Ellen Ochoa’s scores across grade levels, ranging from 68 to 98, reflect accelerated growth well above the state norm. These results indicate that Ánimo Ellen Ochoa is supporting students to exceed typical academic growth, even for students who may have started below standard. Sustained high growth in sixth and seventh grades is particularly encouraging, as it lays a strong academic foundation and sets the tone for continued success throughout middle school.

### *English Language Arts Verified Data: Reading Inventory Growth*

The Reading Inventory (“RI”) is a nationally normed, computer-adaptive diagnostic assessment designed to measure and track students’ reading ability over time, and it is on the State Board of Education’s verified data list. It is widely used in schools to assess reading comprehension and monitor progress, particularly in literacy-focused interventions and school-wide reading initiatives. The primary output of the assessment is a Lexile measure, which reflects the complexity of texts a student can read and comprehend. About half of students in the U.S. have a lexile score. This allows Reading Inventory to create reliable growth projections for each student.<sup>13</sup> Ánimo Ellen Ochoa administers the RI in fall, winter, and spring.

Reading Inventory considers average annual growth, derived as a function of the student’s initial (Fall) Lexile measure, to be one year of growth. According to Reading Inventory and LAUSD, one year of growth is recorded as 50% of students meeting or exceeding their growth goal. A student who exceeds their annual growth goal, RI over 50%, is exceeding a year of growth in a year’s time. Therefore, we can use expected annual growth as a proxy for one year of growth as it pertains to the language in Education Code Section 47607.2(b), which reads, “In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing...the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.”

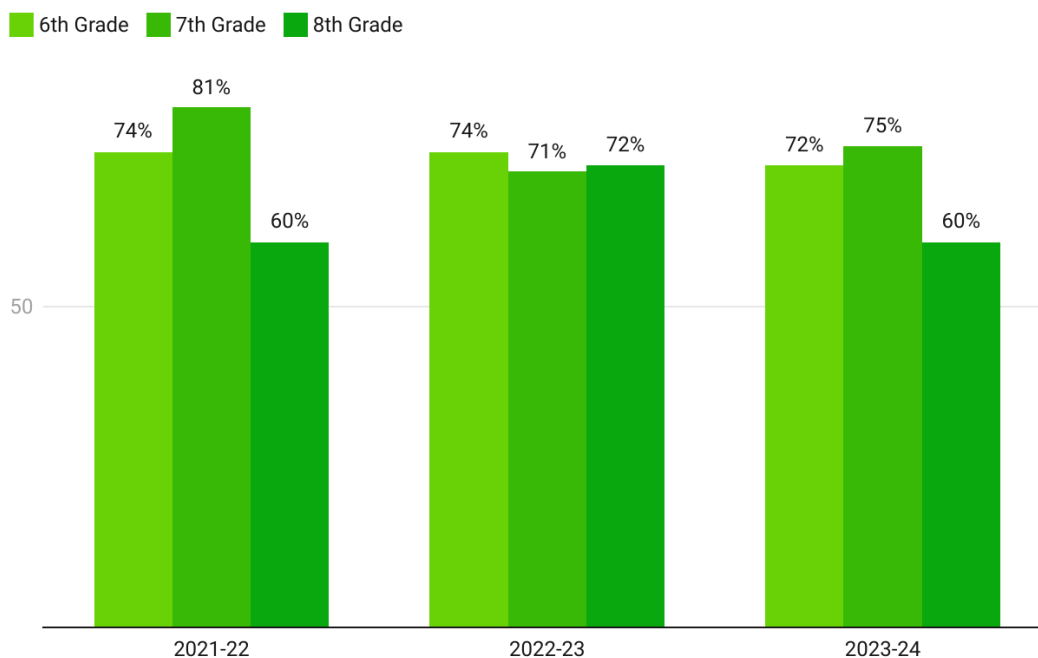
<sup>13</sup> Educator Guide: Lexile Framework for Reading <https://lexile.com/wp-content/uploads/2018/09/Lexile-Educator-Guide-MM0066W.pdf>

In short, the Reading Inventory is a comprehensive, norm-referenced assessment tool that provides an objective, data-driven picture of a student's reading ability and growth over time. By focusing on Lexile levels, it offers actionable insights for educators to ensure students are progressing toward college and career readiness, and it is especially valuable in schools like Ánimo Ellen Ochoa that are committed to accelerating reading growth.

*English Language Arts Reading Inventory: Students in All Grade Levels Exceed One Year of Growth in Literacy, Annually*

## ELA - AEO Grade Level Reading Inventory % Meeting Growth Goal

Grade Levels 6th, 7th, and 8th - Comparison between grade levels from 2021-22 to 2023-24



Source: Reading Inventory Publisher's Reports • Created with Datawrapper

The national median for students meeting their RI growth goal is 50%, which represents one year of grade level growth. Ánimo Ellen Ochoa’s RI data illustrates remarkable growth well above national norms. The RI data for Ánimo Ellen Ochoa showcases exceptional and sustained student growth in literacy across all grade levels. With 60% to 81% of students meeting their annual literacy growth goals, compared to the 50% national median, a significantly larger share of Ánimo Ellen Ochoa students are making more progress than expected, year after year, as compared to typical student growth patterns nationwide.

Sixth-grade students consistently demonstrate high growth, with 74% meeting their growth goal in both 2021-22 and 2022-23, and 72% in 2023-24. These results indicate that incoming students are being quickly and effectively supported in their literacy development, setting a strong foundation for future academic success.

Seventh grade posted the highest overall result across the three-year span, with 81% of students meeting their growth goal in 2021-22. In 2022-23 71% of students met their growth goal. The number rose to 75%

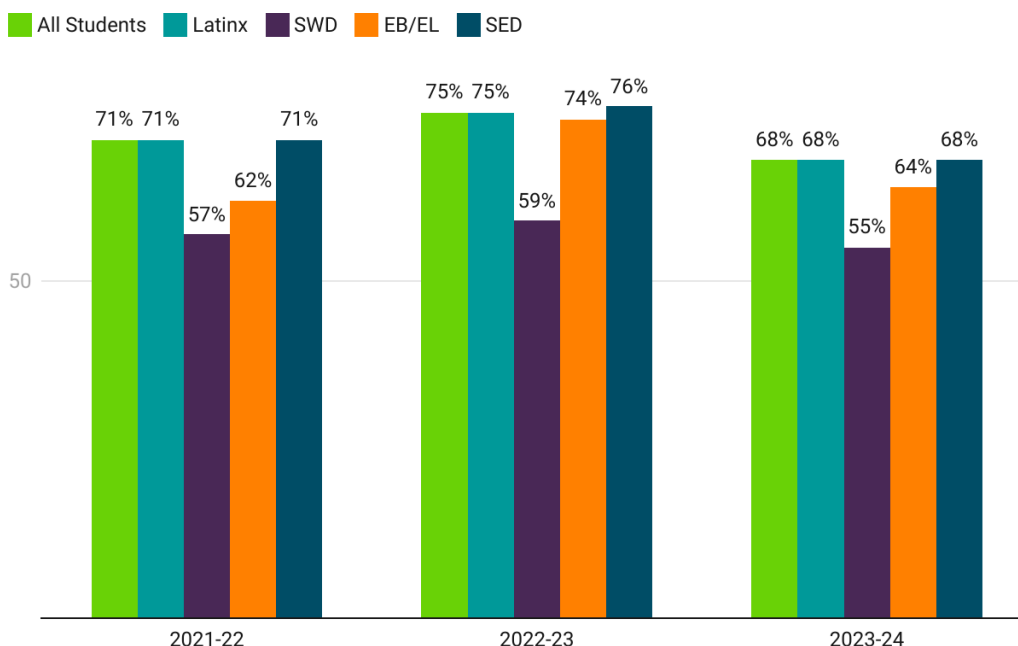
in 2023-24. These consistently high results show that students are building on early gains and continuing to accelerate in their literacy skills during their middle school years.

Eighth-grade performance also reflects strong year-over-year growth. After 60% of students met their goal in 2021-22, performance increased to 72% in 2022-23, returning to 60% in 2023-24. Ánimo Ellen Ochoa’s eighth graders continue to outperform national expectations, indicating that students are maintaining literacy gains and reaching the finish line strong as they prepare to transition to high school.

*English Language Arts Reading Inventory: Students in All Subgroups Exceed One Year of Growth in Literacy*

## ELA - AEO Subgroups Reading Inventory % Meeting Growth Goal

Numerically Significant Subgroups - Comparison between subgroups from 2021-22 to 2023-24



Source: Reading Inventory Publisher's Reports • Created with Datawrapper

Proficiency alone does not tell the full story of a student’s academic journey. Growth measures like Reading Inventory provide a more equitable lens by recognizing how much progress a student makes over time, regardless of where they start. For students who enter school below grade level, particularly English Learners, Students with Disabilities, and those from low-income backgrounds, high growth is a powerful indicator that they are being supported, challenged, and prepared for future success.

The Reading Inventory growth data for Ánimo Ellen Ochoa demonstrates consistently strong student progress in literacy, both schoolwide and across key subgroups. Every statistically significant student group has consistently outperformed the 50% national benchmark over a three-year span, growing at rates well above what is typically expected, regardless of their starting point. Schoolwide 71% met their growth goal in 2021-22, increasing to 75% in 2022-23, and holding strong at 68% in 2023-24.

Latinx students and Socioeconomically Disadvantaged students mirrored the schoolwide trend exactly, with 71% meeting their growth goal in 2021-22, rising to 75-76% in 2022-23, and sustaining at 68% in 2023-24.

English Learners posted particularly strong growth in 2022-23, with 74% meeting their goal, a 12-point increase from the previous year. Remaining well above the benchmark in 2023-24, 64% of students met their growth goal. This growth suggests that Ánimo Ellen Ochoa's language development strategies are having a measurable and sustained impact on literacy outcomes for multilingual learners.

Students with Disabilities also demonstrated steady progress, with growth percentages ranging from 55% to 59% over the three-year period, consistently exceeding the national average.

#### *English Language Arts Verified Data: NWEA MAP*

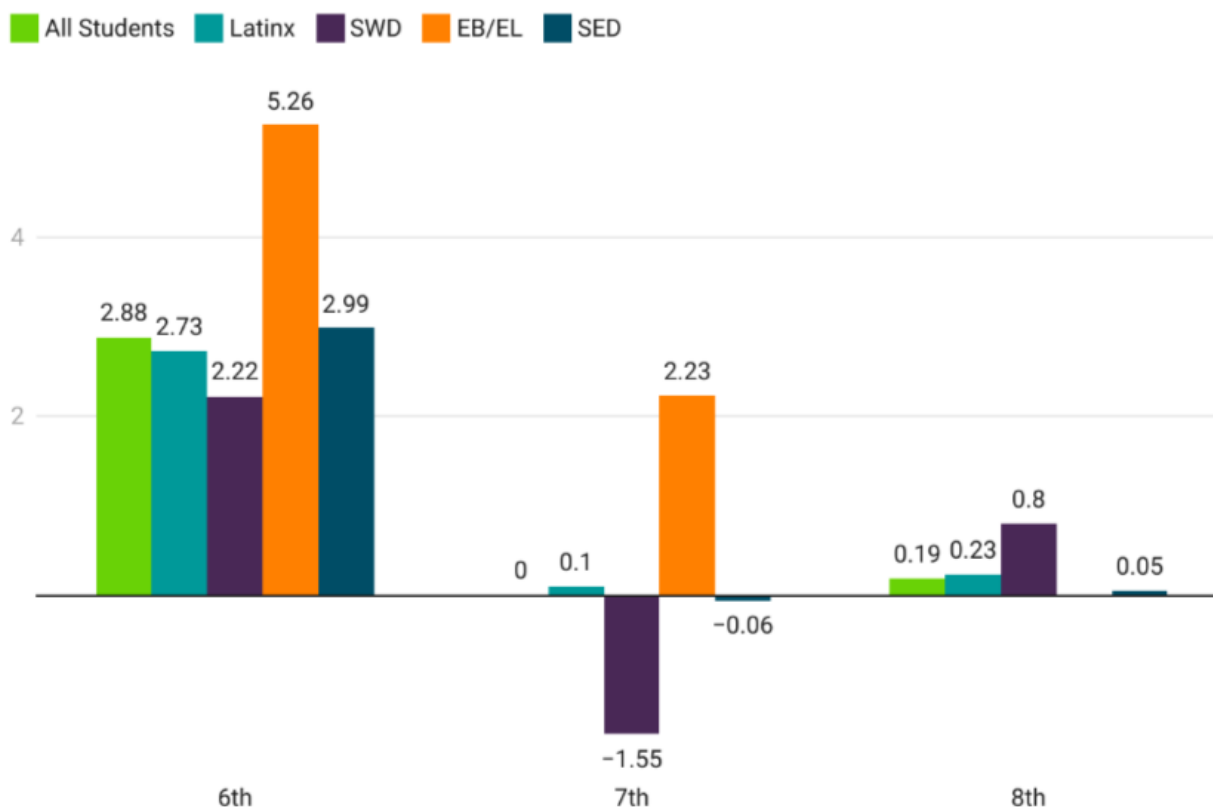
The Northwest Evaluation Association's ("NWEA") Measures of Academic Progress ("MAP") is a nationally normed, computer-adaptive assessment designed to measure student growth and achievement over time in core academic areas, including English Language Arts. The adaptive nature of the MAP test means that questions adjust in difficulty based on each student's responses, offering a personalized assessment experience that identifies the student's instructional level. MAP is typically administered three times per year by Ánimo Ellen Ochoa in the fall, winter, and spring, allowing educators to monitor progress, set learning goals, and adjust instruction accordingly.

One of the key metrics generated from the MAP assessment is the Conditional Growth Index ("CGI"), which compares a student's actual growth to expected growth benchmarks. A CGI of -0.2 or higher indicates that students, on average, are achieving at least one full year of academic growth. By accounting for a student's starting score, the CGI provides a more equitable measure of growth than raw point gains alone, offering valuable insights into instructional impact regardless of a student's baseline. When aggregated across classrooms, grade levels, or subgroups, the CGI enables schools to assess the effectiveness of teaching strategies and interventions, particularly in accelerating progress for students who begin below grade level.

English Language Arts MAP NWEA: 6th Grade Students Achieve Multiple Years of Literacy Growth

## ELA - 2024-25 NWEA MAP Conditional Growth Index (CGI)

Numerically Significant Subgroups - Comparison between subgroups across grade levels



Source: NWEA MAP (2024-25) • Created with Datawrapper

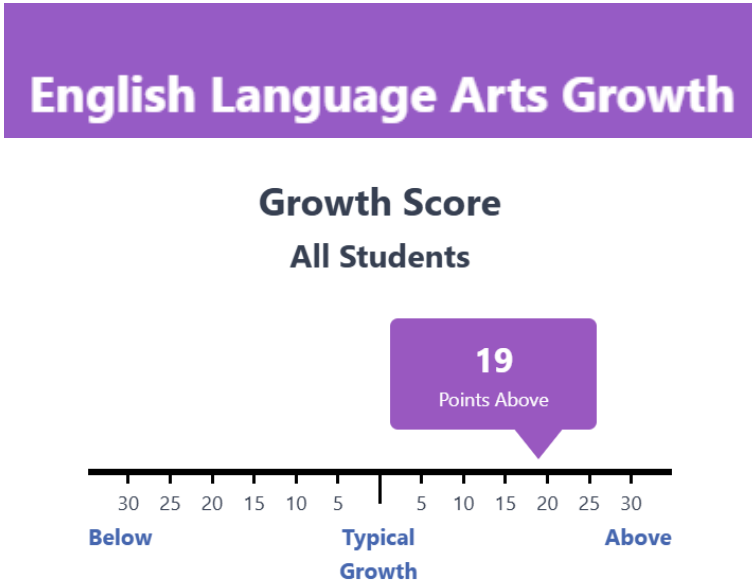
Ánimo Ellen Ochoa students demonstrated varying levels of growth across grade levels on the 2024-25 NWEA MAP ELA assessment, with overall strong outcomes. Sixth grade students posted an exceptional CGI of 2.88. This result signals highly effective instruction and literacy supports in early middle school. The size of this gain suggests that Ánimo Ellen Ochoa’s investment in foundational ELA skills is yielding strong results. In both 7th and 8th grades, students achieved CGIs above the one-year benchmark of a CGI of -0.2. Overall, Ánimo Ellen Ochoa students made significant academic progress, with a combined weighted CGI of 0.89, reflecting well above one year of growth schoolwide.

Ánimo Ellen Ochoa’s 2024-25 MAP ELA results also reflect notable progress among student subgroups. English Learners made the most accelerated gains, with a combined CGI of 3.86, including an extraordinary 5.26 in 6th grade and 2.23 in 7th grade (8th grade did not have enough English Learners to be considered statistically significant). These outcomes are indicative of effective English language development instruction and targeted literacy supports that are enabling English Learners to make up ground quickly. Latinx students, who represent the majority of Ánimo Ellen Ochoa’s enrollment, showed strong growth with a combined CGI of 0.90, consistent with the overall schoolwide trend and well above the one-year threshold in all tested grades. Students with Disabilities had a mixed performance. While 8th

grade Students with Disabilities posted a solid CGI of 0.80, indicating strong progress, 7th grade Students with Disabilities experienced a significant drop with a CGI of -1.55. Given the small subgroup size of 13 students, individual variation may have had an outsized effect. Nonetheless, the school has invested significantly in ensuring the success of students with disabilities in all grade levels. Socioeconomically Disadvantaged students achieved a combined CGI of 0.84, just under the schoolwide average and comfortably above the one-year growth benchmark.

*California Dashboard Growth Measure: SBAC ELA - Nearly All Student Groups Above Typical Growth*

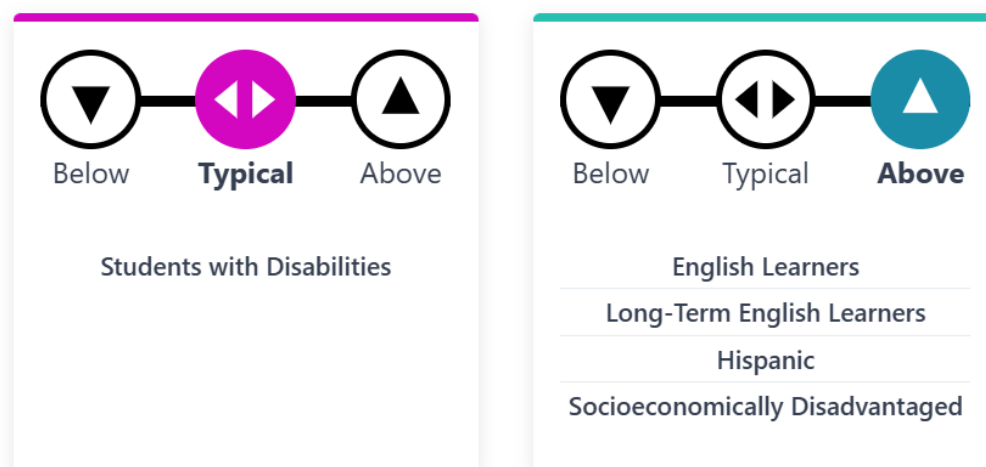
While the California Dashboard Growth Measure is offered for informational purposes, it provides an additional metric pointing to successful student outcomes.<sup>14</sup> Growth data measures the year-to-year improvement in students' assessment scores in ELA and math. These aggregate student growth scores provide a picture of average growth for students at Ánimo Ellen Ochoa within the State's accountability system.



Students in the All Students group generally scored **19 points above** the typical growth of students with similar test scores in the previous grade level.

Number of Students: 269

<sup>14</sup> <https://www.caschooldashboard.org/reports/19647330123992/2024/informational-purposes#mathematics-growth>



Ánimo Ellen Ochoa’s Dashboard growth outcome demonstrates that the Charter School’s students are recognizing Above Typical growth. Students with Disabilities display Typical growth while English Learners, Long-term English Learners, Latinx, and Socioeconomically Disadvantaged students demonstrate Above Typical growth.

**Summary of ELA Success**

Taken together, ELA results demonstrate that Ánimo Ellen Ochoa is closing academic gaps and delivering consistent and meaningful growth across all student groups. Students who arrive performing significantly below grade level are being supported to meet and often exceed expectations by the time they complete middle school. These outcomes serve as clear and compelling evidence of academic success for a school serving a historically underserved population.

*Exceptional Academic Growth*

- Students enter Ánimo Ellen Ochoa performing well below grade level in ELA, with an average DFS of -38, nearly twice as low as LAUSD (-19) and over three times the state average (-11). Yet by 8th grade, Ánimo Ellen Ochoa students demonstrate rapid and sustained growth that dramatically narrows these gaps.

*Above-Benchmark Proficiency*

- 55% of students met or exceeded ELA standards on the 2023-24 CAASPP, outperforming the Resident School Median (39%), LAUSD (32%), and even the state average (41%).
- The school’s average DFS improved from -48 in 2021-22 to -4 in 2023–24, a 44-point gain that brings students to the edge of proficiency and confirms substantial academic acceleration.

*Outstanding Growth Percentiles*

- Ánimo Ellen Ochoa students are growing faster than their peers statewide. In 2023-24, All Students, Latinx students, and Socioeconomically Disadvantaged students each achieved an ELA CORE SGP of 92, placing them in the top 8% of students statewide for academic growth. Students with Disabilities reached the 98th percentile, while English Learners followed closely with scores above the state median.
- These results reflect a schoolwide culture of high expectations and effective instruction, especially for students who begin behind grade level.

*Nationally Benchmarked Reading Growth*

- 68% of students met or exceeded their Reading Inventory growth goals in 2023–24, far surpassing the national benchmark of 50%.
- Over the past three years, student growth has consistently exceeded national expectations, with performance ranging from 68% to 75% schoolwide. These results reflect more than a year of academic growth per year of instruction.

#### *Subgroup Success*

- Latinx students improved ELA SBAC DFS from -48.5 to -5, while proficiency rose from 32% to 55%.  
Socioeconomically Disadvantaged students increased from -49.7 to -5.7 in DFS, and from 31% to 55% in proficiency.
- English Learners achieved a 50-point DFS gain, improving from -92.1 to -41.7, and grew in proficiency from 4% to 30%.
- Students with Disabilities improved from -114.7 to -91.7, while their proficiency rose from 5% to 13%.

#### *Growth Across Grades*

- All grade levels at Ánimo Ellen Ochoa demonstrated strong progress in ELA. Sixth grade DFS improved by 41 points; seventh grade DFS grew by 44.5 points with 64% meeting proficiency in 2023-24. Eighth grade students posted the most dramatic gains, improving 57 points in DFS and boosting proficiency from 32% to 53%.
- These results affirm that Ánimo Ellen Ochoa is accelerating learning from the moment students arrive through their final year in middle school.

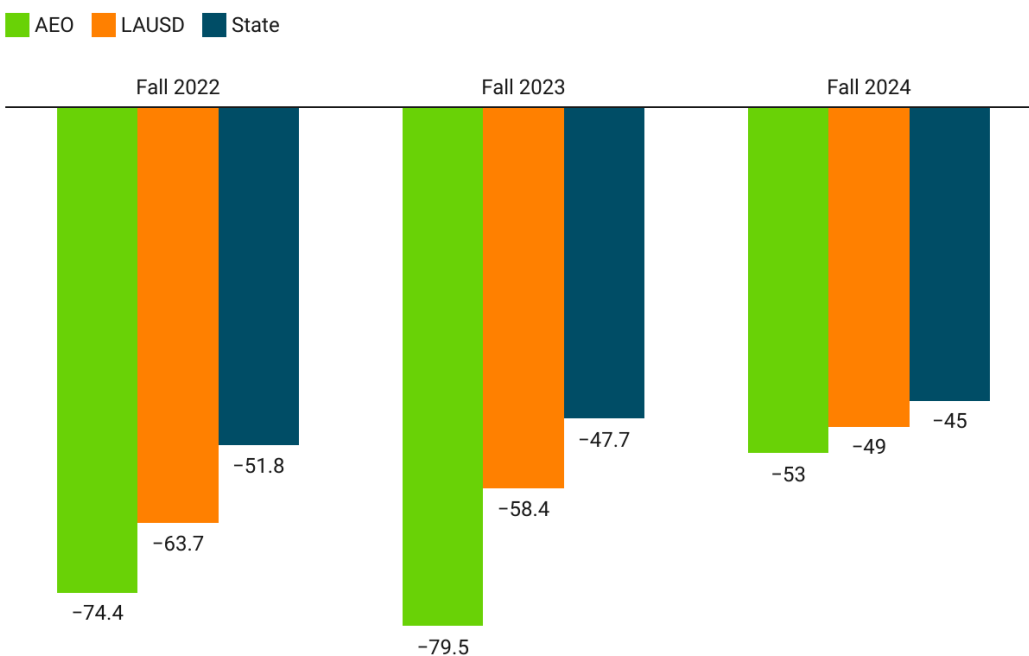
#### Success in Math

The Distance from Standard data for incoming Ánimo Ellen Ochoa students, assessed at the end of 5th grade, underscores the significant academic challenges these students face before even beginning middle school. In each of the past three years, Ánimo Ellen Ochoa’s incoming 6th graders have started well below grade-level expectations in math, with performance gaps that exceed both district and statewide averages.

*Math SBAC DFS: Students Enter Ánimo Ellen Ochoa Far from Standard and Below District and State*

### Math - Incoming Class Distance from Standard

All Students - Comparison between 5th grade graduates across AEO, LAUSD, and State



Source: CAASPP • Created with Datawrapper

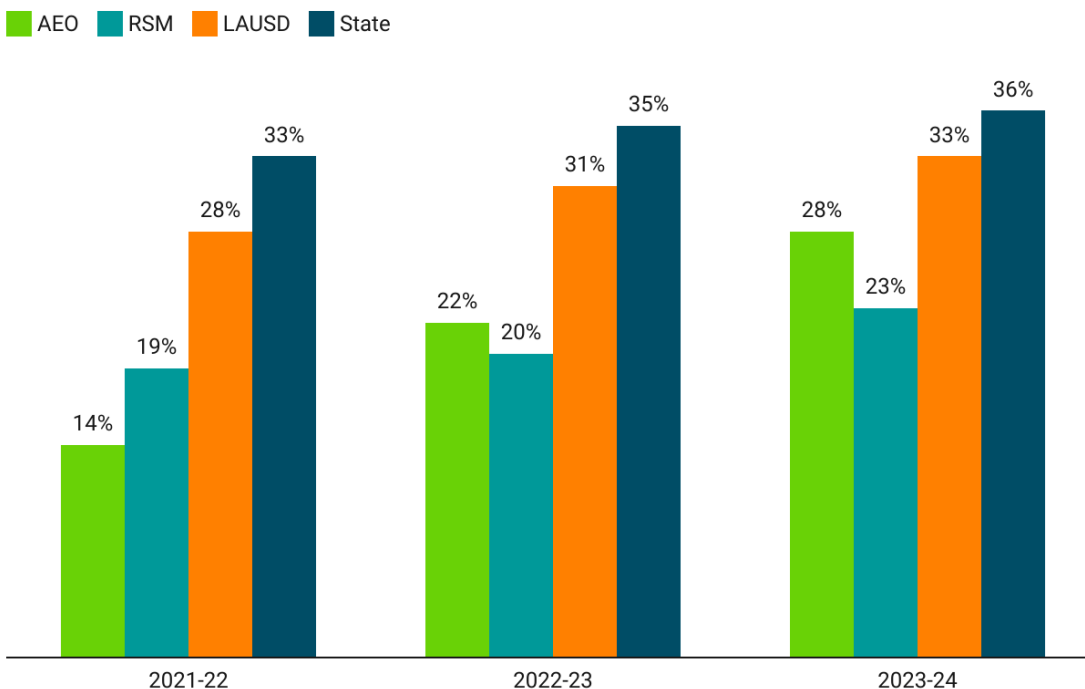
In Fall 2022, students who are class of 2025 8th graders, entered Ánimo Ellen Ochoa in the 32nd percentile among students in California and with an average math DFS of -74.4. This gap widened further in Fall 2023, when the entering class averaged -79.5, reflecting one of the most academically underserved cohorts to date. In comparison, LAUSD’s average DFS for 5th graders that year was -58.4, and the state average was -47.7. Even by Fall 2024, when Ánimo Ellen Ochoa’s incoming DFS improved to -53, students were still entering further behind than their peers across both LAUSD (-49) and the State of California (-45). These numbers make clear that Ánimo Ellen Ochoa serves a student population that consistently begins middle school with greater academic deficits than typical district or statewide students.

The data highlights that Ánimo Ellen Ochoa students are entering middle school already behind in math, and require urgent, targeted academic support from the outset. These initial deficits also emphasize the importance of measuring growth, not just proficiency, to fully understand a school’s impact. In this context, Ánimo Ellen Ochoa’s documented success in accelerating student achievement, closing gaps in Math year after year, demonstrates the school’s effectiveness in overcoming these early challenges. It also reflects Ánimo Ellen Ochoa’s commitment to ensuring that students who start behind are given the tools and instruction to catch up and succeed.

*Math SBAC Proficiency: Ánimo Ellen Ochoa Doubled Math Proficiency in Two Years*

### Math - SBAC Met or Exceeded Proficiency

All Students - Comparison between AEO, RSM, LAUSD, and State from 2021-22 to 2023-24



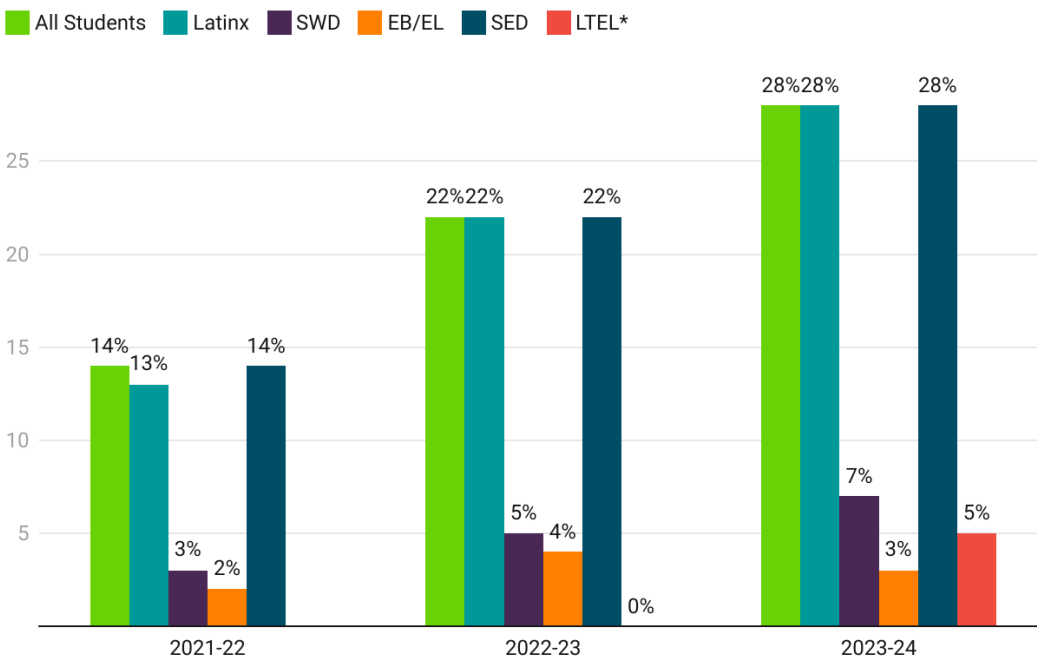
Source: CDE DataQuest • Created with Datawrapper

From 2021-22 through 2023-24, the three-year period since the first post-pandemic Dashboard was released in 2021-22, Ánimo Ellen Ochoa has demonstrated steady and substantial growth in mathematics achievement, as measured by both SBAC proficiency rates and SBAC DFS. In 2021-22, 14% of students met or exceeded proficiency. That figure rose to 22% in 2022-23, and to 28% by 2023-24, an overall 14-point gain in just three years. This improvement outpaces both LAUSD and nearby Resident Schools. While Ánimo Ellen Ochoa was almost on par with the Resident School Median in 2021-22 (14% vs. 19%), the school surpassed Resident Schools by 2023-24 (28% vs. 23%). Compared to LAUSD, Ánimo Ellen Ochoa began with a 14-point deficit (14% vs. 28%) but narrowed that gap to just 5 points (28% vs. 33%) by 2023-24.

*Math SBAC Proficiency: Ánimo Ellen Ochoa Improved Proficiency Across All Subgroups Since 2022*

### Math - AEO Subgroups SBAC Met or Exceeded Proficiency

Numerically Significant Subgroups - Comparison between subgroups from 2021-22 to 2023-24



\*2021-22 data not available for LTEs

Source: CDE DataQuest • Created with Datawrapper

From 2021-22 to 2023-24, Ánimo Ellen Ochoa students made transformative gains in math achievement across all key student groups. These improvements are especially powerful given that Ánimo Ellen Ochoa students typically enter middle school significantly below grade level, averaging over two years behind in math. Schoolwide math proficiency more than doubled over three years, rising from 14% in 2021-22 to 28% in 2023-24. This consistent, year-over-year improvement, 7 percentage points in 2022-23 and 6 points in 2023-24, reflects strong and sustained academic momentum.

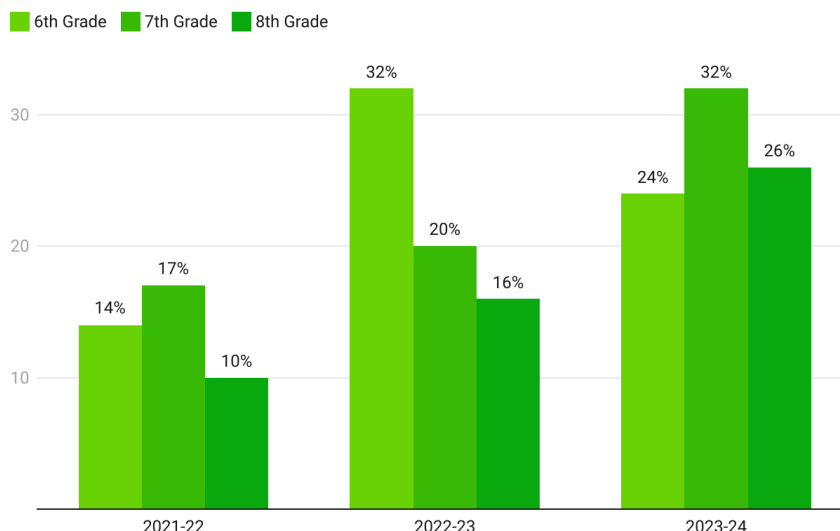
Latinx and Socioeconomically Disadvantaged students, who make up the vast majority of Ánimo Ellen Ochoa’s population, mirrored the schoolwide proficiency trend, rising from 13% and 14%, respectively, to 28% by 2023-24, reflecting 14- to 15-point gains.

Students with Disabilities also saw meaningful progress, with math proficiency rising from 3% in 2021-22 to 7% in 2023-24, a doubling of proficiency performance. English Learners increased in proficiency from 2% in 2021-22 to 4% in 2022-23, followed by a small dip to 3% in 2023-24.

*Math SBAC Proficiency: Improved Proficiency Across All Grades Since 2022*

**Math - AEO Grade Level SBAC Met or Exceeded Proficiency**

Grade Levels 6th, 7th, and 8th - Comparison across grade levels between 2021-22 to 2023-24



Source: CDE DataQuest • Created with Datawrapper

From 2021-22 through 2023-24, Ánimo Ellen Ochoa demonstrated strong and sustained academic growth in mathematics across all grade levels. Sixth grade students began in 2021-22 with 14% of students meeting or exceeding math proficiency. In 2022-23, proficiency more than doubled to 32%. The 8 point drop in Proficiency to 24% in 2023-24, tracks with that cohort’s lower incoming levels but is still above the proficiency level in 2021-22.

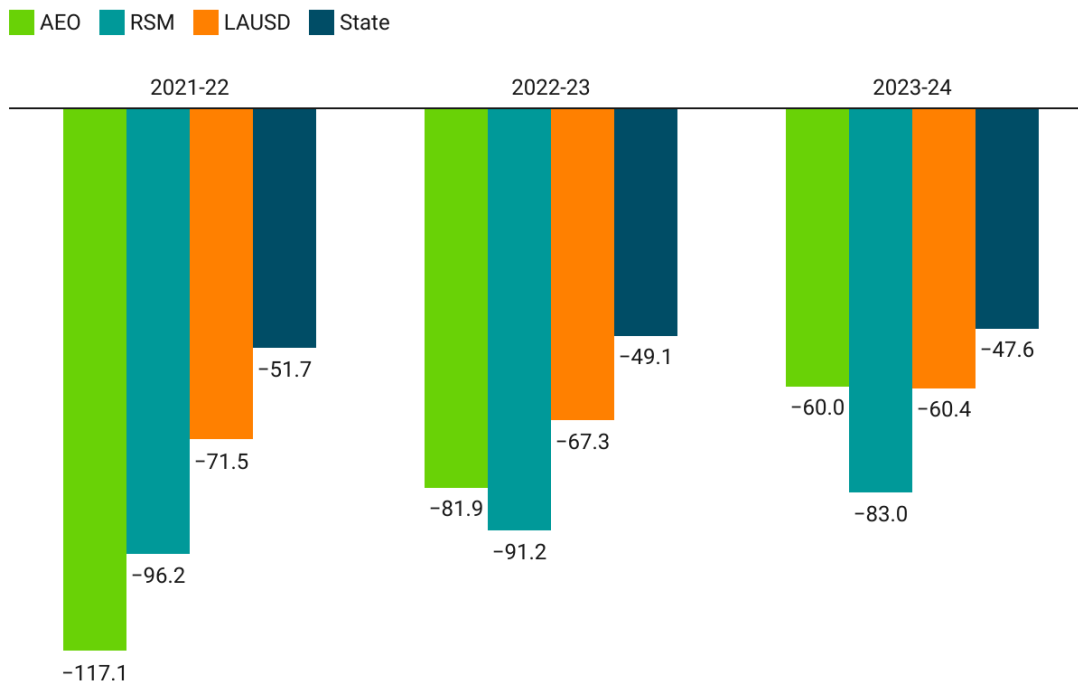
Seventh grade saw consistent and accelerating progress. Proficiency rose from 17% in 2021-22 to 20% in 2022-23, then jumped to 32% in 2023-24.

Eighth grade posted the most dramatic growth, especially notable given the rigor of the standards at this level. In 2021-22, 10% of students met or exceeded math proficiency. By 2022-23, proficiency rose to 16%. In 2023-24, proficiency jumped to 26%.

*Math SBAC Distance from Standard: Ánimo Ellen Ochoa Students Make Gains Over Time*

## Math - SBAC Distance From Standard

All Students - Comparison between AEO, RSM, LAUSD, and State from 2021-22 to 2023-24



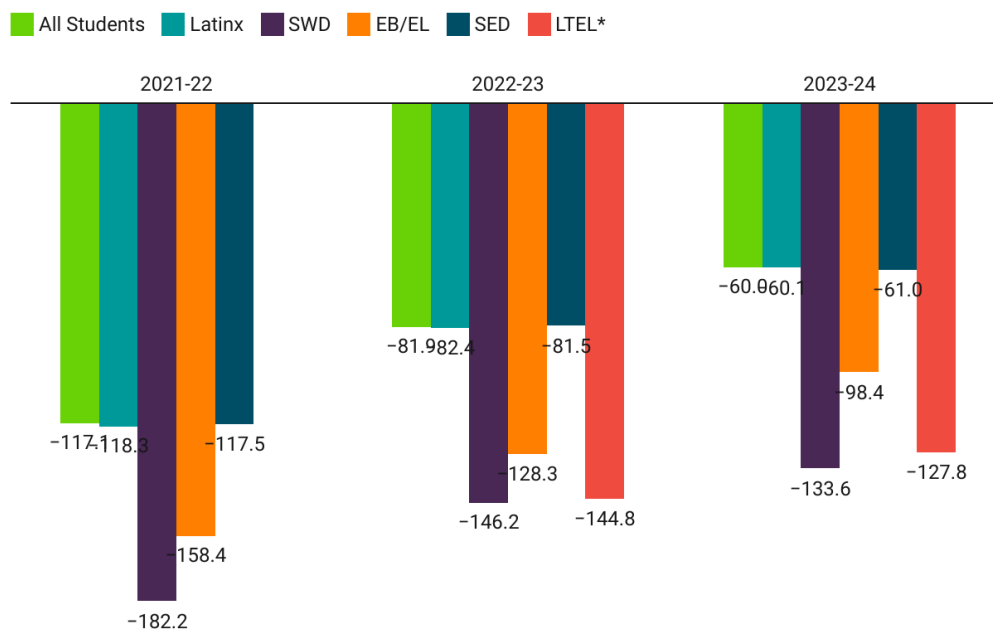
Source: CA School Dashboard • Created with Datawrapper

This trend is reinforced by Distance from Standard data, which further illustrates the depth of student growth. In 2021-22, Ánimo Ellen Ochoa students were performing 117.1 points below standard. By 2023-24, that gap had been cut nearly in half, improving to -60.0, a 57.1-point gain. During the same period, the Resident School Median improved by just 13.2 points, LAUSD by 11.1, and the state by only 4.1 percentage points. By 2023-24, Ánimo Ellen Ochoa’s DFS pulled even with LAUSD and was 23 points higher than the Resident School Median, a remarkable reversal from just two years earlier.

*Math SBAC DFS: Students Across Subgroups Show Improvement in Distance from Standard*

### Math - AEO Subgroups Distance from Standard

Numerically Significant Subgroups - Comparison between subgroups from 2021-22 to 2023-24



\*2021-22 data not available for LTEs

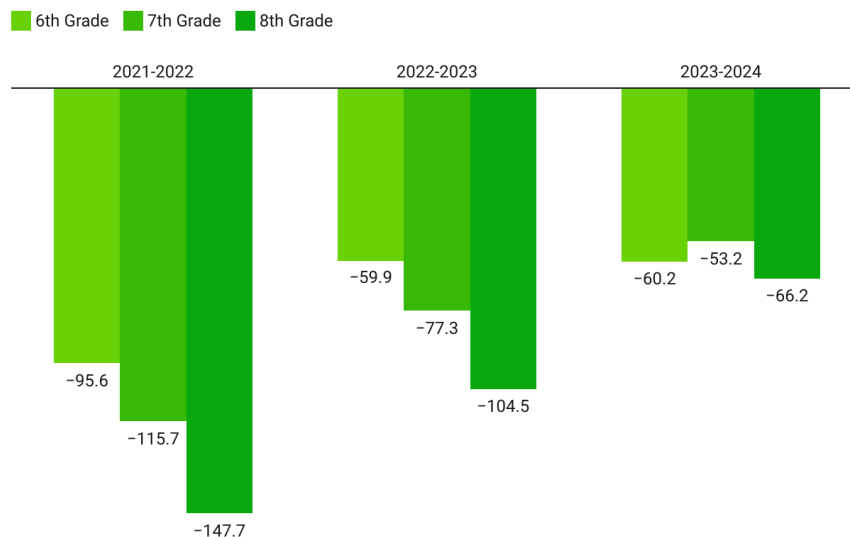
Source: CA School Dashboard • Created with Datawrapper

Student Group DFS data further affirms a trajectory of improvement: students moved from 117.1 points below standard in 2021-22 to 60.0 below in 2023-24, a 57.1-point gain. No other comparison group came close to this rate of growth over the same period. Long-term English Learners surpassed State outcomes with a -127.8 DFS for Ánimo Ellen Ochoa and -163 DFS for the State.

*Math SBAC DFS: Students Across Grade Levels Improve in Math Year Over Year*

**Math - AEO Grade Level Distance from Standard**

All Students - Comparison between grade levels from 2021-22 to 2023-24



Source: CA School Dashboard • Created with Datawrapper

From 2021-22 through 2023-24, Ánimo Ellen Ochoa has demonstrated strong and sustained academic growth in mathematics across all grade levels. Both SBAC proficiency rates and DFS data tell a consistent story: Ánimo Ellen Ochoa students are making substantial academic gains year over year.

Sixth grade students in 2021-22 had a DFS of -95.6. In 2022-23, DFS improved by 35.7 points to -59.9. In 2023-24 DFS remained steady at -60.2. This indicates that Ánimo Ellen Ochoa’s foundational math instruction continues to yield meaningful early academic gains for incoming students.

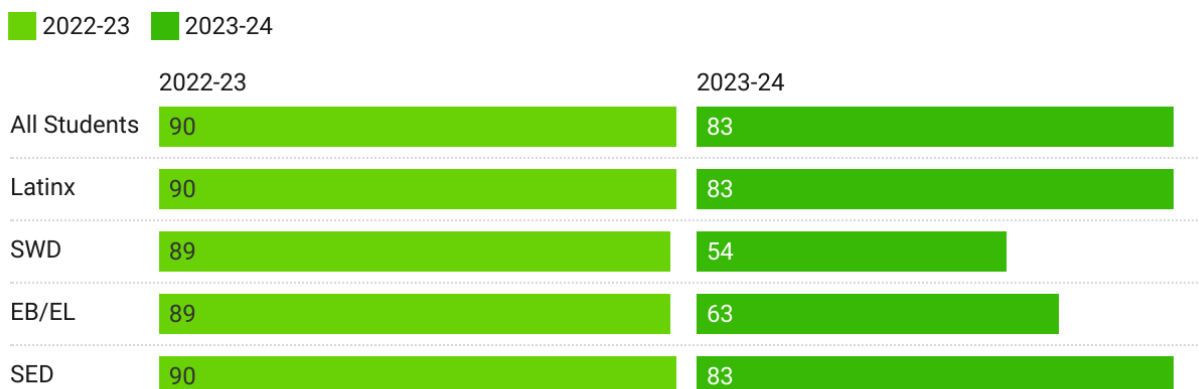
Seventh grade saw consistent and accelerating progress. DFS improvements followed a steep trajectory of improvement, moving from -115.7 in 2021-22 to -77.3 in 2022-23 and to -53.2 in 2023-24, a total gain of 62.5 points over two years. This reflects the compounding effect of Ánimo Ellen Ochoa’s vertically aligned curriculum and reinforces the value of multi-year enrollment in the school’s program.

Eighth grade posted the most dramatic growth, especially notable given the rigor of the standards at this level. In 2021-22, the average DFS was -147.7. By 2022-23, DFS improved to -104.5. In 2023-24, DFS reached -66.2. This 81.5-point gain over three years is the largest of any grade level and demonstrates that students entering far below standard can make transformational progress with the right supports.

*Math SBAC: CORE Student Growth Percentile - All Subgroups Exceed One Year of Growth*

## Math - CORE Student Growth Percentile

Numerically Significant Subgroups - Comparison between subgroups from 2022-23 to 2023-24



Source: CORE • Created with Datawrapper

The Math CORE SGP data for Ánimo Ellen Ochoa highlights the school’s strong impact on student learning, particularly for those who begin middle school significantly behind. CORE SGP measures how much academic progress students make in a year compared to peers with similar test histories. An SGP score within the range of 31-70 represents average growth. Scores in the 80s and 90s reflect exceptional growth.

In 2022-23, Ánimo Ellen Ochoa posted exceptional growth: All Students, Latinx, and Socioeconomically Disadvantaged students each scored 90, while Students with Disabilities and English Learners scored 89, placing nearly all groups in the top 10% statewide for growth.

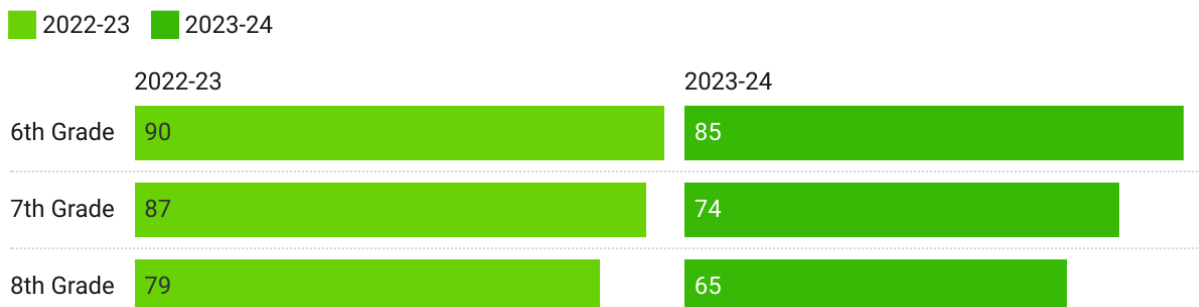
In 2023-24, growth remained well above average for All Students, Latinx, and SED groups, each scoring 83, demonstrating that Ánimo Ellen Ochoa students continue to make faster-than-expected progress in math.

SGP scores for Students with Disabilities and English Learners adjusted in 2023-24, with Students with Disabilities scoring 54 and English Learners 63. Both scores remain above the state median, indicating continued more-than-expected progress.

*Math SBAC: CORE Student Growth Percentile - All Grades Exceed One Year of Growth*

## Math - Grade Level CORE Student Growth Percentiles

Grade Levels 6th, 7th, and 8th - Comparison across grade levels from 2022-23 to 2023-24



Source: CORE • Created with Datawrapper

In 6th grade, students posted exceptional growth with an SGP of 90 in 2022-23 and 85 in 2023-24. These scores place Ánimo Ellen Ochoa’s youngest students among the top 10-15% in the state for growth. This level of growth is critical and affirms Ánimo Ellen Ochoa’s success in delivering meaningful, lasting academic progress.

Seventh-grade students also grew at an accelerated pace, with an SGP of 87 in 2022-23 and 74 in 2023-24. Both scores remain well above the state average and reflect continued strong academic momentum as students move through the middle grades. Eighth graders achieved growth percentiles of 79 and 65 over the two years, still significantly above average, especially given the increased rigor of 8th-grade math standards.

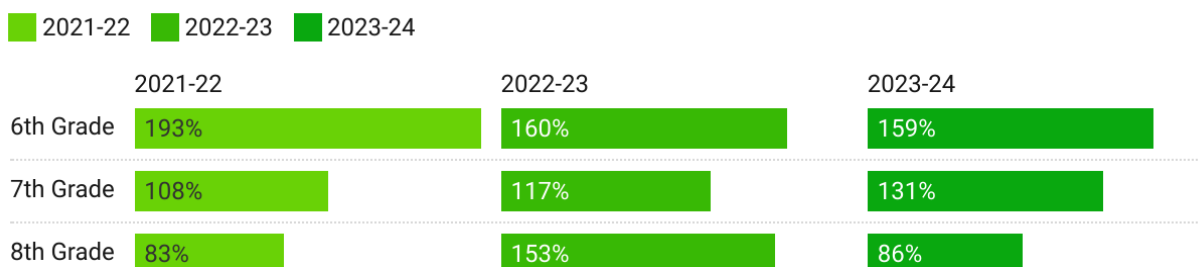
### *Math i-Ready Growth Percentile*

i-Ready is a nationally used diagnostic and instructional platform that measures a student’s academic skills in math and reading. The key metric i-Ready tracks is "Progress to Annual Typical Growth," which reflects how much progress a student has made toward the expected amount of academic growth in one school year. A score of 60% means a student met their growth target; anything above that means they exceeded it.

*Math i-Ready Growth Percentile: Students Across all Grade Levels Exceed Annual Typical Growth*

## Math - AEO Grade Level iReady % Progress to Annual Typical Growth

Grade Levels 6th, 7th, and 8th - Comparison between grade levels from 2021-22 to 2023-24



Source: iReady Publisher's Reports • Created with Datawrapper

The i-Ready progress to annual typical growth data for Ánimo Ellen Ochoa from 2021-22 through 2023-24 illustrates the school's strong commitment to accelerating learning, especially for students who enter middle school significantly behind grade level. Ánimo Ellen Ochoa's i-Ready data confirms that students are growing faster than typical expectations year after year.

Sixth-grade students consistently outpaced typical growth expectations across all three years, 193% in 2021-22, followed by 160% and 159% in the subsequent years. These results are particularly important because they show how effectively Ánimo Ellen Ochoa supports students in their first year, often helping them make up multiple years of lost learning in just one.

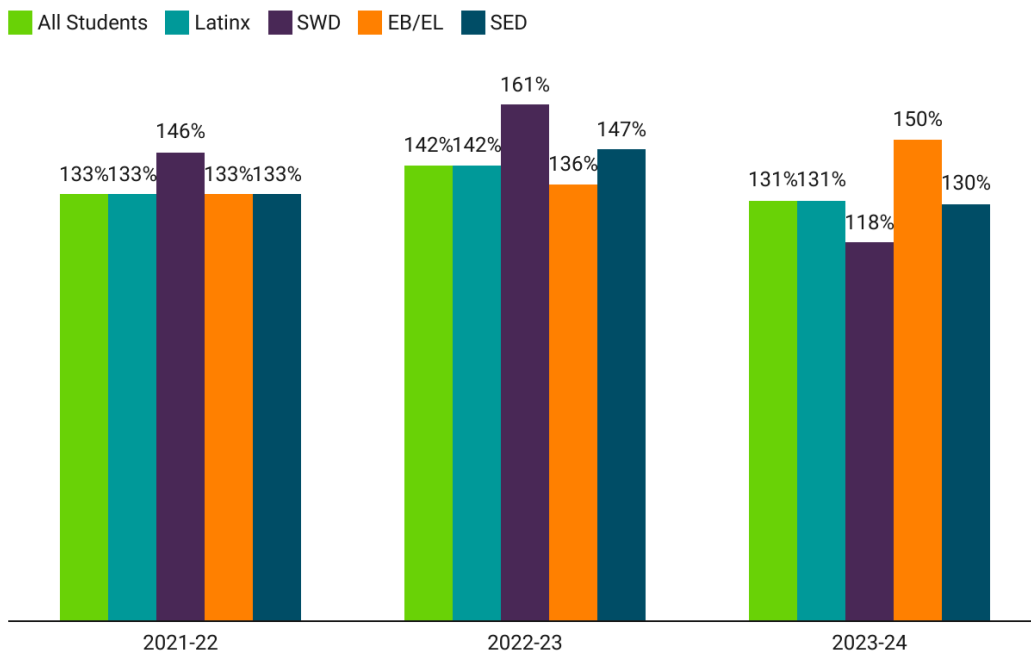
Seventh graders showed steady and rising growth: from 108% in 2021-22 to 131% in 2023-24. This trend shows that students continue to build on gains. Continued acceleration in the second year of middle school reflects the strength of Ánimo Ellen Ochoa's vertically aligned curriculum and targeted interventions.

Eighth-grade results show a dramatic spike in 2022-23, with students reaching 153% of their growth goal, nearly one and a half years of progress in a single school year. Eighth grade performance adjusted to 86% in 2023-24, with students continuing to achieve more than expected growth.

*Math i-Ready Growth Percentile: Students Across all Subgroups Exceed Annual Typical Growth*

## Math - Subgroup iReady % Progress to Annual Typical Growth

Numerically Significant Subgroups - Comparison between subgroups from 2021-22 to 2023-24



Source: iReady Publisher's Reports • Created with Datawrapper

The i-Ready “Progress to Annual Typical Growth” data for Ánimo Ellen Ochoa in math from 2021-22 through 2023-24 demonstrates exceptional and consistent academic growth across all student groups. Across the board, Ánimo Ellen Ochoa students are making more than a year’s worth of math progress every school year, with most subgroups consistently achieving well over their typical growth goals.

Ánimo Ellen Ochoa’s students consistently exceeded growth expectations across all three years: 133% in 2021-22, 142% in 2022-23, and 131% in 2023-24. These results show that, on average, students at the school are making more progress than expected each year, demonstrating the school’s ability to deliver more than a year's worth of learning annually.

Latinx and Socioeconomically Disadvantaged Students are respectively posting 133%, 142-147%, and 130-131% over the three years. As the majority student populations at Ánimo Ellen Ochoa, these results underscore the effectiveness of the school’s instructional program in reaching its core student body.

Students with Disabilities achieved remarkably high growth, peaking at 161% in 2022-23, indicating students were progressing almost 2 years in a single academic year. Adjusting to 118% in 2023-24, students continue to achieve above-typical growth, which is particularly significant for a group that often requires intensive supports to achieve academic progress.

English Learners also demonstrated consistently strong performance, with growth rising from 133% in 2021-22 to 150% in 2023-24. This 17-point increase over three years reflects Ánimo Ellen Ochoa’s success in supporting language development alongside math achievement, an especially impressive result given the dual challenge of learning content and English simultaneously.

## Summary of Success in Math

Ánimo Ellen Ochoa is serving one of the most academically underserved middle school populations in Los Angeles and accelerating learning at rates far above district and state norms. Students enter with large gaps, often more than two grade levels behind, but consistently catch up and exceed expected growth across multiple metrics. These results reflect the power of Ánimo Ellen Ochoa’s vertically aligned math program and its ability to generate compounding academic growth as students advance.

### *Accelerated Growth from the Start*

- Students enter Ánimo Ellen Ochoa with some of the deepest math achievement gaps in LAUSD. In 2023-24, the average incoming DFS was -53, compared to -49 for LAUSD and -45 statewide. The prior year, the entering cohort scored even lower, at -79.5. These persistent gaps underscore the urgency and complexity of the academic needs Ánimo Ellen Ochoa students bring to middle school.

### *Above-Benchmark Growth, Closing Gaps*

- Math proficiency more than doubled from 14% in 2021-22 to 28% in 2023-24, outpacing both LAUSD and the Resident School Median.
- The school’s DFS improved dramatically, from -117.1 to -60.0, a 57-point gain in just three years, while LAUSD improved 11 points, and the Resident School Median by 13. By 2023-24, Ánimo Ellen Ochoa closed its DFS gap with LAUSD and outperformed the Resident School Median by 23 points.

### *Exceptional Growth Percentiles*

- Ánimo Ellen Ochoa students are growing in math at some of the fastest rates in the state. In 2023-24, All Students, Latinx students, and Socioeconomically Disadvantaged students each achieved a CORE SGP of 83, well above the state benchmark of 31-70.
- Students with Disabilities and English Learners posted above-average growth scores of 54 and 63, respectively, evidence that Ánimo Ellen Ochoa continues to support all student groups in progressing forward, even as the rigor increases.

### *Nationally Benchmarked Math Growth*

- Using i-Ready “Progress to Annual Typical Growth,” Ánimo Ellen Ochoa students exceeded expected growth year after year.
- Schoolwide performance ranged from 131% to 142% over the past three years, far exceeding the 60% benchmark that denotes one year’s expected growth.
- Sixth-grade students posted especially impressive results, 159% growth in 2023-24, indicating that students are making up multiple years of learning in a single academic year.

### *Subgroup Success*

- Latinx and Socioeconomically Disadvantaged students, the majority at Ánimo Ellen Ochoa, saw math proficiency rise from 13-14% to 28% from 2021-22 to 2023-24. DFS gains for these groups mirror the schoolwide trajectory.
- Students with Disabilities doubled proficiency from 3% to 7%, while achieving 118% of expected growth in 2023-24.
- English Learners posted strong growth in i-Ready (150%) and improved proficiency from 2% to 3% over three years showing foundational progress for this group, who face both language and content learning challenges.

### *Sustained Gains Across Grade Levels*

- Each grade level at Ánimo Ellen Ochoa made substantial academic strides in math. Sixth grade DFS improved 35.7 points over two years; seventh grade proficiency jumped 15 points from 2021-22 to 2023-24.
- Eighth graders made the most dramatic progress, improving DFS by 81.5 points, from -147.7 to -66.2, and increasing proficiency from 10% to 26%.

### *California Science Test*

First administered in 2019, the California Science Test (“CAST”)<sup>15</sup> is aligned with the California Next Generation Science Standards for California Public Schools (“NGSS”). The CAST assesses Ánimo Ellen Ochoa’s 8th grade students in the ability to think critically and solve problems across three science domains: Life Sciences, Physical Sciences, and Earth and Space Sciences. While CAST provides important insight into student learning in science and supports school and district level instructional planning, the test is not currently a factor in CDE charter renewal performance category determinations.

Ánimo Ellen Ochoa uses CAST results to strengthen the school’s science programs and ensure alignment with NGSS. The school views performance on the assessment as one measure of how well students are developing the inquiry skills and scientific literacy needed for success in high school and beyond. The school uses these outcomes internally to monitor program quality and identify opportunities for continued instructional growth in science.

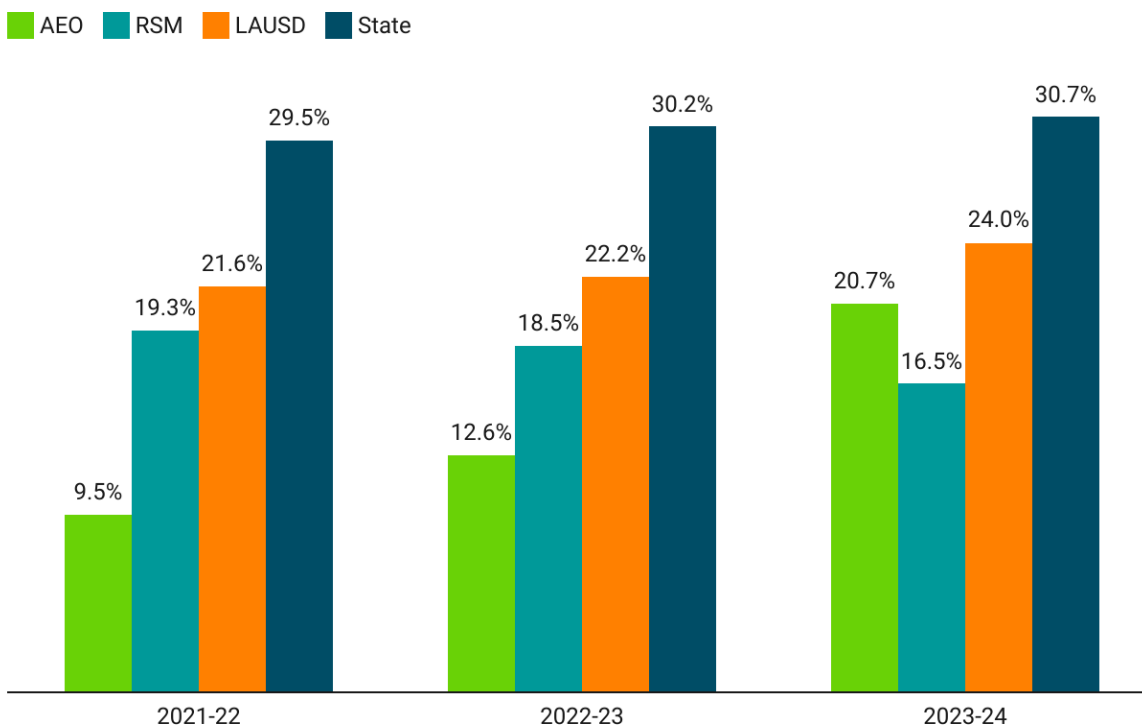
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<sup>15</sup> <https://www.caaspp-elpac.org/assessments/caaspp/cast>

*CAST: Students Doubled in Science Proficiency Since 2022*

## CAST - All Students % Met/Exceeded

All Students - Comparison between AEO, RSM, LAUSD, and State from 2021-22 to 2023-24



Source: CAASPP • Created with Datawrapper

Although the California Science Test is not currently factored into charter renewal performance levels, the test provides insight into how well students are mastering the state’s rigorous Next Generation Science Standards. CAST results for Ánimo Ellen Ochoa eighth graders from 2021-22 through 2023-24 show steady and substantial growth, reflecting the school’s efforts to strengthen science instruction and improve outcomes for students who often begin middle school with academic gaps in core content areas.

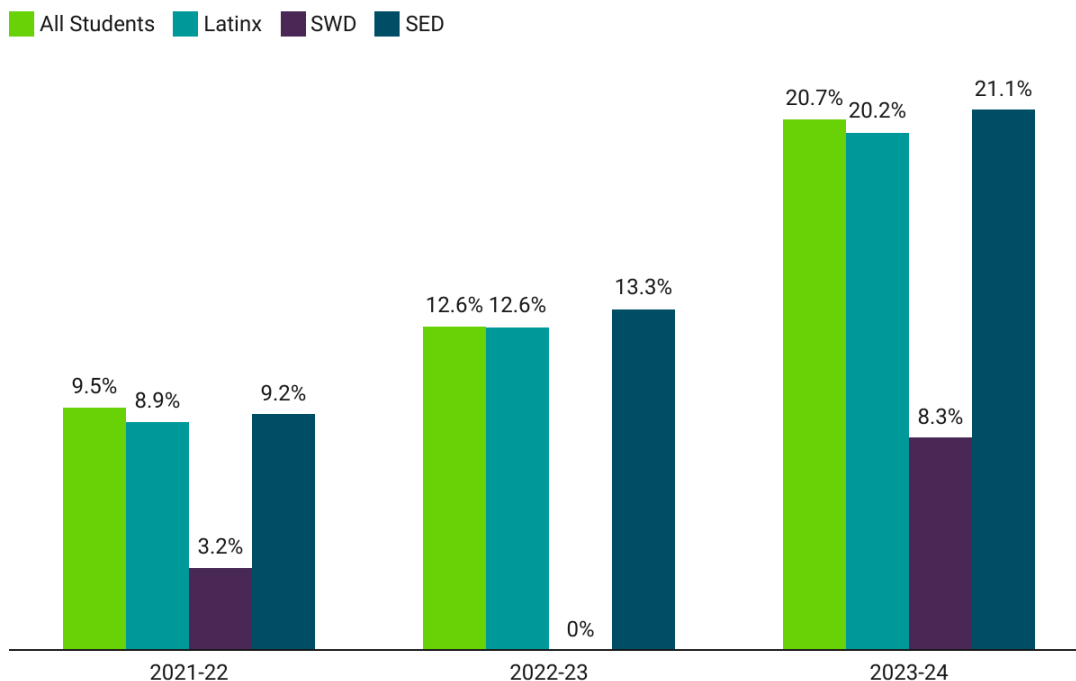
In 2021-22, 9.5% of Ánimo Ellen Ochoa students met or exceeded standards in science, a reflection of both the academic challenges students face upon entry and the complexity of the CAST, which assesses mastery of content from multiple grade levels. Importantly, Ánimo Ellen Ochoa’s results improved significantly in each subsequent year: rising to 12.6% in 2022-23 and then to 20.7% in 2023-24. This marks a more than 11 percentage-point gain over three years, more than doubling the rate of students meeting or exceeding standards.

This growth is particularly noteworthy when compared to other benchmarks. While Ánimo Ellen Ochoa began well below the Resident School Median (RSM) and LAUSD in 2021-22, by 2023-24 Ánimo Ellen Ochoa outperformed the Resident School Median (20.7% vs. 16.5%), reversing the gap. Ánimo Ellen Ochoa also narrowed the gap with LAUSD (24.0%) and the State of California (30.7%), demonstrating faster growth over time despite a lower starting point.

*CAST: Subgroups Grow in Science Proficiency Over Time*

## CAST -Subgroup % Met or Exceeded Standard

Numerically Significant Subgroups - Comparison across subgroups between 2021-22 to 2023-24



Source: CA School Dashboard • Created with Datawrapper

CAST results show clear and encouraging growth across multiple student groups from 2021-22 through 2023-24. As a cumulative exam given in 8th grade that assesses knowledge from all three middle school years, CAST can be particularly challenging for students who enter middle school with academic gaps. Yet, Ánimo Ellen Ochoa’s students are showing steady gains, reflecting improvements in science instruction, content integration, and overall academic readiness. Ánimo Ellen Ochoa’s CAST results demonstrate a clear upward trend, particularly among Latinx and SED students.

Proficiency for Latinx students rose from 8.9% in 2021-22 to 20.2% in 2023-24. Among Socioeconomically Disadvantaged students, performance improved from 9.2% to 21.1% over the same period, a nearly 12-point gain. Given that these students make up the overwhelming majority of Ánimo Ellen Ochoa’s enrollment, these gains signal schoolwide instructional effectiveness and an environment where students facing economic barriers are making real academic strides.

Students with Disabilities also demonstrated important progress. After scoring 3.2% in 2021-22 and 0% in 2022-23, the percentage of students meeting or exceeding standards rose to 8.3% in 2023-24. The gain reflects targeted improvements in access to grade-level content and more inclusive instructional strategies.

Students with Disabilities often face unique challenges accessing grade-level science content, especially when assessments demand high levels of reading comprehension, multi-step reasoning, and synthesis of abstract concepts. While Animo Ellen Ochoa has invested significantly in differentiated instruction, co-teaching models, and progress monitoring in ELA and Math, parallel supports in science were still in

early stages of development during the 2022-23 school year. To address these challenges, Animo Ellen Ochoa is expanding access to scaffolded, NGSS-aligned science instruction for all students, including those with disabilities. Beginning in 2023-24, the school strengthened collaboration between special education and science staff, with a focus on integrating Universal Design for Learning strategies and targeted accommodations.

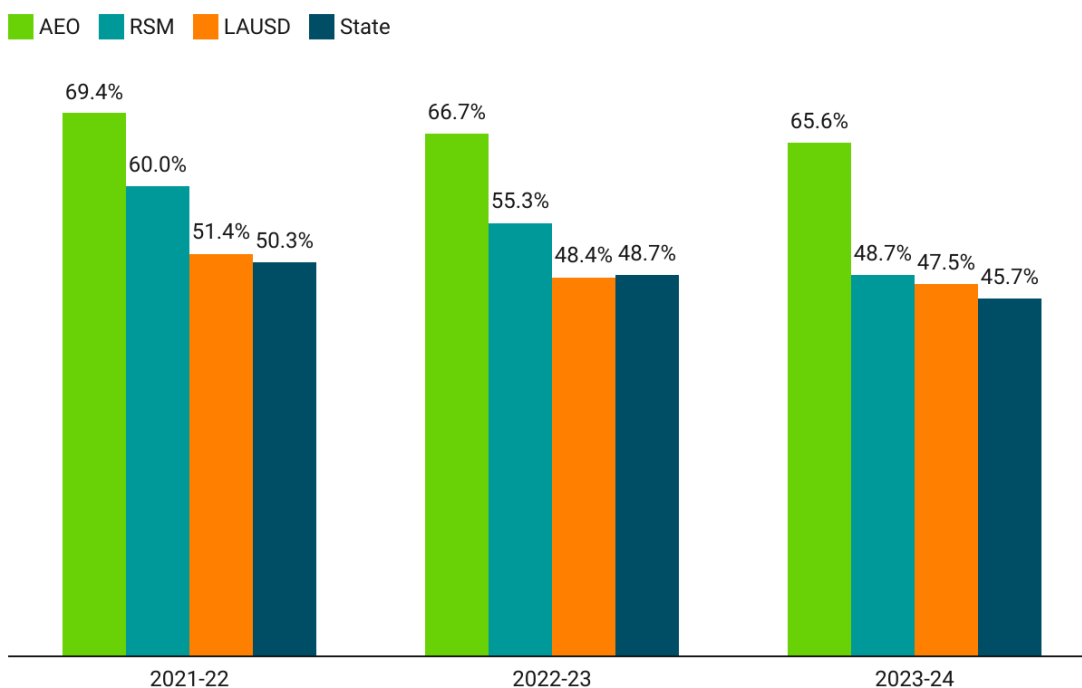
*English Language Proficiency Indicator: English Learners Surpass RSM, LAUSD, and State*

The English Language Proficiency Indicator (“ELPI”)<sup>16</sup> measures the percentage of English Learners making progress toward English proficiency from one year to the next, as defined by the state’s English Language Proficiency Assessments for California (“ELPAC”)<sup>17</sup>. Progress includes students advancing at least one proficiency level or reaching the highest level of English proficiency. The ELPI is a key measure of how effectively schools support multilingual learners in developing the language skills necessary for academic success across all content areas.

*ELPI: English Learners Progress Faster Than RSM, District, and State Every Year*

### ELPI - English Learners % Making Progress

English Learners - Comparison between AEO, RSM, LAUSD, and State from 2021-22 to 2023-24



Source: CA School Dashboard • Created with Datawrapper

Ánimo Ellen Ochoa’s English Learners are showing consistently strong growth in English language development. In 2021-22, 69.4% of English Learners at Ánimo Ellen Ochoa made progress toward

<sup>16</sup> <https://www.caschooldashboard.org/reports/19647330123992/2024/academic-performance#english-learner-progress>

<sup>17</sup> <https://www.caschooldashboard.org/reports/19647330123992/2024/academic-performance#english-learner-progress>

proficiency. The rates remain remarkably high, especially when compared to district, state, and local peers: 66.7% in 2022-23 and 65.6% in 2023-24.

Ánimo Ellen Ochoa's 2023-24 ELPI score of 65.6% significantly outperforms the Resident School Median (48.7%), LAUSD (47.5%), and the State of California (45.7%). This means Ánimo Ellen Ochoa is supporting English Learners to grow at a rate nearly 20 percentage points higher than the district and state, and over 16 points higher than nearby resident schools.

### **Success of the Key and/or Innovative Features of the Educational Program**

Ánimo Ellen Ochoa provides students and parents with a small school environment, personalized approach to learning, and rigorous learning experiences aligned to grade level curriculum. The Charter School's focus on quality teaching and curriculum is demonstrated by an investment in professional development and coaching that is aligned to the Green Dot's College-Ready Teaching Framework. Weekly professional development and teacher collaboration provide learning opportunities, data analysis, and time for intellectual preparation to measure student mastery and drive instructional decisions. In addition, there is a college-going culture on the campus that permeates all aspects of the Charter School which includes annual College Tours.

Ánimo Ellen Ochoa's educational model is centered on equity-driven, data-informed instruction that targets student growth, particularly for those entering far below grade level. Ánimo Ellen Ochoa's core innovation lies in its intensive focus on accelerating learning rather than merely maintaining grade-level proficiency. This approach includes vertically aligned curricula, robust intervention systems, strategic use of SBAC DFS, CORE SGP, Reading Inventory, and i-Ready data, and tailored supports for high-need populations.

- The school's commitment to growth-focused instruction has yielded exceptional outcomes. In ELA, Ánimo Ellen Ochoa moved from 32% of students meeting or exceeding standards in 2021-22 to 55% in 2023-24, a 23-percentage point increase. Correspondingly, the average DFS improved from -48 to -4, reflecting a 44-percentage point gain that brought students nearly to grade-level proficiency. These gains were supported by verified growth data: Ánimo Ellen Ochoa's CORE SGP scores in ELA reached the 98th percentile in 2022-23 and remained in the 92nd percentile in 2023-24, affirming the school's ability to produce sustained, high-impact growth.
- In Math, the program's success is equally compelling. Students who entered middle school nearly three grade levels behind demonstrated a 57-point DFS gain in just two years. Proficiency rates doubled from 14% to 28%, and the Math CORE SGP peaked at the 90th percentile for multiple student groups. i-Ready results showed that students made more than a year's progress annually, with sixth graders regularly achieving over 150% of their annual growth targets.
- This trajectory of accelerated growth reflects the strength of Ánimo Ellen Ochoa's instructional design and its ability to close achievement gaps through rigorous instruction, consistent progress monitoring, and student-centered teaching practices.
- Ánimo Ellen Ochoa maintained a 0% suspension rate from 2021-22 through 2023-24.
- Ánimo Ellen Ochoa has historically high attendance rates averaging 91.4% for the past three years.<sup>18</sup> The school's 2023-24 17% chronic absenteeism rate is an 11% improvement over the prior year.

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<sup>18</sup> Data from the California Department of Education's DataQuest: <http://data1.cde.ca.gov/>

- 94% of parents would recommend Ánimo Ellen Ochoa to a friend, according to respondents from a schoolwide survey.<sup>19</sup>
- Ánimo Ellen Ochoa is 2024 California Distinguished School and a California School to Watch
- Ánimo Ellen Ochoa received a Western Association of Schools and College accreditation through the 2028-29 school year.

### **Success in Meeting the Specific Needs of the Student Population, Including Numerically Significant Student Groups**

Ánimo Ellen Ochoa’s educational program successfully meets the needs of a diverse student population with substantial academic needs. Animo Ellen Ochoa provides an alternative education model for the East Los Angeles and Boyle Heights communities. The school has demonstrated consistent success in supporting historically underserved groups, including English Learners, Socioeconomically Disadvantaged students, Latinx students, and Students with Disabilities. The Charter School uses a data-driven collaborative approach to meet the needs of its students. A focus on data allows Ánimo Ellen Ochoa to individualize support for students and provide appropriate intervention and acceleration. Furthermore, the small school model offers additional support and attention for students who would otherwise attend large middle schools serving up to 1,100 students. Ánimo Ellen Ochoa’s target community is predominantly students from low-income families and students who are behind academically, who will benefit from the support available at the school. The Charter School offers a rigorous and supportive, culturally responsive learning environment.

Ánimo Ellen Ochoa has demonstrated exceptional success in meeting the specific needs of its student population, including all numerically significant groups. With 98% of students identifying as Latinx and 97% qualifying as socioeconomically disadvantaged, Ánimo Ellen Ochoa’s excellent academic outcomes are a direct reflection of the school’s commitment to equity and growth. From 2021 to 2024, both Latinx and socioeconomically disadvantaged students recognized ELA proficiency improvement from 32% to 55%, while DFS improved by over 43 points. In math, proficiency more than doubled, from 13-14% to 28%, accompanied by DFS gains exceeding 56 points. These outcomes are significantly above local and statewide growth rates. Reading Inventory results further validate this success: 68% of both groups met their annual growth goals in 2023-24, well above the national median of 50%.

#### *Highlights of School Success and Supports in Place to Meet the Needs of All Students:*

*English Learners*, who make up 14-16% of the student body, also made transformative gains. ELA proficiency among English Learners rose from 4% in 2021-22 to 30% in 2023-24, with their DFS improving by over 50 percentage points. Additionally, 66% of English Learners made progress on the English Language Proficiency Indicator in 2023-24, outperforming LAUSD, the state, and local resident schools by 16-20 percentage points.

- These outcomes are driven by targeted supports embedded into schoolwide systems, including specialized professional development for staff, designated ELD instruction, and enrichment programs like the Bilinguals Forging Fellowship.

*Students with Disabilities*, who comprise 19% of enrollment, have also shown measurable growth. ELA proficiency rose from 5% to 13% from 2021 to 2024, while DFS improved by 23 points. In math, proficiency increased from 3% to 7%, and DFS improved by nearly 49 points.

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<sup>19</sup> Based on results from an internal survey administered to parents in the 2018-19 school year.

- These gains reflect the success of inclusive instructional practices, intervention classes, and sustained investment in staff training. Ánimo Ellen Ochoa’s professional development plan includes multiple sessions annually that focus specifically on special education strategies and co-teaching models, along with expanded mental health supports funded through the federal School-Based Mental Health grant.

*All Groups:* Accelerated growth across all groups is confirmed by CORE SGP. In 2023-24, all student groups posted SGP scores far above the 50th percentile benchmark, with ELA SGPs ranging from 92 to 98 and Math SGPs ranging from 54 to 83. These scores place most groups in the top 10% of students statewide in terms of academic growth.

- Ánimo Ellen Ochoa’s ability to consistently exceed typical growth rates, especially for students who enter middle school significantly behind, is a testament to its data-driven approach, high-impact instructional practices, and culture of continuous improvement. These results highlight the school’s effectiveness in closing long-standing opportunity gaps and preparing all students, regardless of background, for long-term academic success.
- Ánimo Ellen Ochoa brought chronic absenteeism almost down to pre-pandemic levels. In 2024 chronic absenteeism was 17%, moving closer to 2019’s pre-pandemic level of 11% and better than LAUSD and the State at 23% and 19%, respectively. To ensure robust attendance the school has doubled down on building a strong school culture through its advisory program, after-school offerings via the EduCare partnership, and mental health supports funded by the School-Based Mental Health grant. These resources have been designed not only to support academic achievement, but also to improve student connectedness and well-being, both of which are critical to improving daily attendance.
- For all students, implementation of all three tiers of the Multi-Tiered System of Supports (“MTSS”) with Social Emotional, Behavioral, and Academic Intervention.
- For all students, an Advisory program to prepare them with the tools and behaviors to succeed in high school, college, leadership and life, covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as decision-making, growth mindset, organization, communication, health/nutrition, and personal finance
- For students with social-emotional needs, integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling.
- For all students, proactive and positive restorative behavior management.
- For advanced students, enrichment opportunities include additional elective courses.
- For all students, opportunities for students to explore student leadership and other interests through participation in elective courses, student leadership, after-school programs and clubs.

### **Areas of Challenge and How the School Has Improved and/or Will Improve**

Ánimo Ellen Ochoa has made remarkable gains and continues to address challenges, particularly related to the depth of academic need among incoming students and the sustained achievement gap in Math and Science compared to state averages. Ánimo Ellen Ochoa has demonstrated the success of its educational program through transformative academic growth, especially among students who enter significantly behind. The school’s targeted, equity-driven model ensures that all students are supported, challenged, and prepared for success in high school and beyond. Upon entering the current charter term, Ánimo Ellen Ochoa was designated as a “Low Performing” school by the California Department of Education based on its Dashboard indicators. At that time, the school faced steep performance gaps, especially in math, and substantial academic deficits among English Learners and Students with Disabilities. However, through

intentional planning, robust professional development, and targeted interventions, Ánimo Ellen Ochoa is now designated as “Middle Performing” and is steadily closing the gap toward “High Performing” status.

Ánimo Ellen Ochoa has laid out a professional development calendar focused on assessment literacy, cultural responsiveness, and collaborative lesson planning. Additionally, the school is expanding student supports through state grants, increasing community engagement, and implementing a multi-pronged enrollment and retention strategy to maintain school stability and continuity of learning.

*Math:* In 2021-22, Ánimo Ellen Ochoa students were performing 117.1 points below standard in math SBAC DFS. Subgroups such as English Learners and Students with Disabilities were even further behind, at -158.4 and -182.2 respectively. These data highlighted a pressing need for foundational math remediation, acceleration, and instructional coherence.

- In response, Ánimo Ellen Ochoa implemented a comprehensive instructional improvement plan centered on professional development, formative assessment integration, and student-centered interventions. By 2023-24, schoolwide DFS improved to -60, a gain of over 57 points. Latinx and socioeconomically disadvantaged students made similar progress, while English Learners improved by 60 points, and Students with Disabilities by nearly 49 points. Although these subgroups still perform below statewide standards, the rate of *growth* far outpaces their peers across LAUSD and the state, indicating that Ánimo Ellen Ochoa’s strategies are working and will be continued and deepened.

*English Learners:* Despite steady growth in math English Learners remain a focus area, as they continue to perform below standard. However, Ánimo Ellen Ochoa’s ELPI scores from 2021-24 show that between 66% and 69% of English Learners made progress toward English proficiency, outperforming LAUSD, the state, and resident schools by nearly 20 percentage points.

- The school is addressing challenges in content mastery for English Learners through increased designated ELD time, integrated supports in core instruction, and enrichment offerings such as the Bilinguals Forging Fellowship, which promotes language development in non-traditional, high-interest contexts.
- The school’s improvement has been bolstered by a multi-layered professional development plan, which includes monthly sessions on rigorous instruction, lesson-level planning (“IPP”), and specialized support for English Learners and students with IEPs. In addition, the Change Maker and Jaime Escalante Programs provide supplemental academic support through extended learning opportunities in math and ELA. These targeted programs supported students who were near proficiency, helping push them over the threshold and accelerate their growth. Ánimo Ellen Ochoa’s use of verified data measures such as CORE SGP confirms this progress. Math SGP scores rose from 57 in 2018-19 to 90 in 2022-23 and remained strong at 87 in 2023-24, placing Ánimo Ellen Ochoa students well above the state’s median growth benchmark.

### **Eligibility for Charter Renewal**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics

Based on the most recent two years of Dashboard data (2023 and 2024 Dashboards) the Charter School is placed into the middle performing category, as determined by law and the CDE, and meets the criterion for charter renewal for a term of five years, as demonstrated below.

**Dashboard Performance Renewal Criteria – Middle Performing**

Education Code Section 47607.2(b) states:

*(1) For all charter schools for which [high- and low- performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*

*(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator (“CCI”).” (Education Code Section 47607(c)(3).)

2024 Dashboard Schoolwide Performance Levels

Indicator	2024 State	2024 AEO
ELA	Orange -13.2 points	Green -4.4 points
Math	Orange -47.6 points	Yellow -60.0 points
Suspension Rate	Green 3.2% suspended at least one day	Blue 0% suspended at least one day
English Learner Progress	Orange 45.7% making progress towards English language proficiency	Blue 65.6% making progress towards English language proficiency

2023 Dashboard Schoolwide Performance Levels and DFS

Indicator	2023 State	2023 AEO
ELA	Orange -13.6	Yellow -25.2
Math	Yellow -81.9	Yellow -81.9
Suspension Rate	Orange 3.5% suspended at least one day	Blue 0% suspended at least one day
English Learner Progress	Yellow 48.7% making progress towards English language proficiency	Blue 66.7% making progress towards English language proficiency

2024 Student Group Dashboard Performance and DFS

Student Subgroup	ELA	Math	English Learner Progress	Suspension
Hispanic	Green -5	Yellow -60.0	N/A	0%

African American	N/A*	N/A*	N/A*	N/A*
White	N/A*	N/A*	N/A*	N/A*
Socioeconomically Disadvantaged	Yellow -5.7	Yellow -61	N/A	0%
English Learners	Yellow -41.7	Orange 98.4	65.6% making progress	0%
Long-Term English Learners			% making progress	0%
Students with Disabilities	Orange -91.7	Orange -133.6	N/A	0%
Homeless Youth	N/A	N/A	N/A	0%*

Note: N/A - 10 or fewer students in the subgroup for the specific indicator, so no data was reported.  
 \*The subgroup had 11-29 students in 2023 and/or 2024, so only the student group's status is reported.

2023 Student Group Dashboard Performance and DFS

Student Subgroup	ELA	Math	English Learner Progress	Suspension
Hispanic	Yellow -25.2	Yellow 82.4	N/A	0%
African American	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	Yellow -25	Yellow -81.5	N/A	0%
English Learners	Yellow 69.6	Orange -128.3	66.7% making progress	0%
Long-Term English Learners	*	*	% making progress	0%

Students with Disabilities	Orange -94	Orange -146.2	N/A	0%
Homeless Youth	N/A	N/A	N/A	N/A

Note: N/A - 10 or fewer students in the subgroup for the specific indicator, so no data was reported.  
 \*The subgroup had 11-29 students in 2023 and/or 2024, so only the student group’s status is reported.

Enrollment Rollout Plan

Not Applicable

Goals & Philosophy

**Vision and Mission Statement**

Green Dot’s mission is to help transform public education so all students graduate prepared for college, leadership, and life. The Charter School prepares students for college, leadership, and life through innovative instruction, a rigorous curriculum, and social-emotional support. The school challenges every student to reach their maximum potential, equipping students with the skills necessary to pursue academic and extracurricular endeavors in high school and beyond.

The Charter School achieves the mission through a student-centered environment that fosters life-long learning, cross-cultural competency, social responsibility, and academic excellence. The Charter School aligns the efforts of family, community, and school to foster these values. The Charter School provides parent education to support parents and guardians in guiding student learning and identifying the issues families face outside of the classroom that can affect learning and well-being.

Green Dot Public Schools will prepare tomorrow’s college graduates to build and sustain pathways to prosperity in the communities we serve. We will outperform the nation in preparing college graduates.

Our mission and vision statements are in line with current research and education practices. The school’s underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community.

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

The Charter School’s students are "agents of change," individuals who will positively impact our communities. Ánimo Ellen Ochoa students will be confident, disciplined, successful, proactive leaders who will excel in high school, college and beyond. Green Dot has identified five goals that describe what it means to be an “agent of change” and an educated person in the 21<sup>st</sup> century.

Ánimo graduates will be Socially Responsible Citizens who:

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

Ánimo graduates will be Effective Communicators who:

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

Ánimo graduates will be Academic Achievers who:

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

Ánimo graduates will be Critical Thinkers who:

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

Ánimo graduates will be Life-long Learners who:

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

*Ánimo Ellen Ochoa’s Annual Goals, Actions, and Outcomes in the State Priorities*

<b>LCFF STATE PRIORITIES</b> <b>Animo Ellen Ochoa</b> <b>(Charter Term Commencing July 1, 2026)</b>	
GOAL #1	
Provide for Basic Services	Related State Priorities:  X 1 <input type="checkbox"/> 4 X 7  <input type="checkbox"/> 2 <input type="checkbox"/> 5 X 8  <input type="checkbox"/> 3 <input type="checkbox"/> 6  Local Priorities:  <input type="checkbox"/> :  <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

**Outcome A:**

- The principal reviews teacher, counselor and administrator credentials during the master scheduling process and throughout the year to ensure all credentials are properly maintained. The principal collaborates with the Green Dot Human Resources Team to for mid- year hires and/or course changes for teachers throughout the year.
- Green Dot implemented a system to maintain the employee lifecycle process (HRIS)

**Outcome B:**

- Grade level - standards aligned curriculum has been adopted district-wide for grades 6-8 in English and Math.
- All students have access to published standards-aligned curricular materials. Additional curricular resources may be available online and includes sample unit plans, lesson plans and summative assessments.
- Professional Development is provided to all teachers and administrators on the effective use of aligned curricular materials.
- Textbooks and classroom materials are tracked using an online system to ensure access for all students
- Students have access to technology and electronic materials which support student-aligned curriculum
- Administrators utilize data to assess student course progress and place students in appropriate classes for the upcoming year.
- Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, and additional support for core classes
- The school will be appropriately staffed to implement the school master schedule, including elective courses.

**Outcome C:**

- Regular facility inspections and audits will be conducted by Green Dot Operations and Facilities staff
- School maintenance and repairs will be provided by Green Dot Operations staff and external vendors
- Actions/services include expenses such as rent, building maintenance and supplies as the charter school must lease or purchase facilities
- School buildings will be supplied with sufficient furniture, utilities, and developments in order to support a safe and effective learning environment, including upgrades to infrastructure which support student use of educational technology

**Expected Annual Measurable Outcomes**

**Outcome A:** Maintain the appropriate assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching

Metric/Method for Measuring: Percent of credentialed teachers

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term)	Year 4 of Term	Year 5 of Term)
All Students (Schoolwide)	100.00%	100%	100%	100%	100%	100%

**Outcome B:** Students will have access to standards-aligned materials and additional instructional materials as outlined in the school’s charter petition

Metric/Method for Measuring: Broad Course of Study - 100% of students will have access to a broad course of study, standards-aligned materials and additional instructional materials and to the educational program as outlined in the school’s charter petition

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100.00%	100%	100%	100%	100%	100%
<b>Outcome C:</b> School facilities are maintained in good repair						
Metric/Method for Measuring: 90% in good or exemplar repair as measured by the Facility Inspection Tool (FIT)						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	97.9%	Greater than 90%	Greater than 90%	Greater than 90%	Greater than 90%	Greater than 90%
<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)</b>						
GOAL #2						
Proficiency for All				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						

**Outcomes D, E, F, I, and J:**

- Curriculum, Resources and Materials to Support Student Subgroups:
- ELA and Math intervention courses are offered at the 6th – 8th grade levels to ensure students below grade level have tiered support
- Math teachers use Illustrative Mathematics for the core curriculum and Ready Common Core or i-Ready Classroom for their intervention curriculum.
- Green Dot ELA teachers use MyPerspectives for the core curriculum and Read180, System44, and English 3D for their intervention curriculum.
- Students that have an Individualized Education Plan will receive educational services in the Least Restrictive environment.
- In collaboration with the SELPA and the special education team, the LEA has created a special education service delivery model that embraces the inclusion of all students in the least restrictive environment, regardless of their disability, by implementing special ed. services through a blended model.
- The leadership team works with Administrators , teachers, office staff, school psychologist, counselors, special ed. Aides, nurses, speech pathologist, adaptive PE providers, transition support
- staff, program specialist etc. to ensure that our program integrates supports for the needs of students with disabilities.
- The master schedule is carefully reviewed and reflects the needs of the special education population and class offerings, and program models (i.e., co-teaching, collaborative practices, specialized instruction, pull-out, and direct one-to-one instruction
- The LEA has a Special Education Program Administrator and an Administrator over Special Education who work together on program development, compliance, coaching of teachers, and inclusion of all students. The support model includes bi-weekly meetings with the administrator over special education, progress monitoring tools for compliance and the review of growth data on a quarterly basis. The growth data analysis targets ELA achievement and Math achievement for students receiving special education services.
- The team analyzes discipline data to ensure that students with disabilities are receiving appropriate support in the area of social emotional supports.
- Special education teachers are part of the school grade-level teams so that they can increase their collaboration with their general ed. colleagues.
- The school offers Dual Enrollment opportunities in collaboration with local Community Colleges to provide college-level courses to students.
- Teachers participate in one professional development session and one collaboration session per week
- Professional development focuses on the process of Intellectual Preparation so that teachers are planning effectively with aligned curriculum and the Common Core or Next Generation Science 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 to lead their department in planning and student work analysis protocols
- Professional development is provided to teachers around identifying EL students utilizing the CA ELD Standards in Integrated ELD, their Special Education students, and using accommodations and modifications to ensure that students receive appropriate support.
- Professional development emphasizes the need to provide tiered interventions to support student success and is data driven utilizing universal math and literacy screeners.
- Green Dot interim assessments are unit- embedded assessments in the adopted core curriculum for ELA Math and Science.
- Green Dot interim assessments are aligned to the Common Core content standards or Next Generation Science Standards to expose students to the structure and format of the CAASPP.
- Schools are provided with additional assessment resources that can be used to prepare students including data analysis protocols and best practices for testing environments.
- Student assessment results are analyzed to determine which interventions to implement using the MTSS framework and to support re-teaching opportunities in the classroom.
- Schools utilize the online test preparation resources available through the California Department of Education including the Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA) along with other curriculum supplements from adopted curriculum to support students for assessment. Ed

team curated resources are available by grade level and content area to support pacing and preparation for Assessments.

**Outcomes G, H:**

- Appropriate Designated ELD courses are offered based on student needs
- Green Dot ELD Handbook with instructional strategies and supports for ELs is available online and hard copy for all teachers and administrators
- Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification 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 reclassification progress monitoring and DELAC/parent engagement. All teachers are trained in how to develop a language objective and support the language needs of students in an integrated classroom setting.
- Student performance in ELA classes, D/F Data, attendance, Lexile growth and ELPAC data are monitored to ensure EL progress and appropriate programming.
- The school analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the school matrix providing students with designated supports as needed while all courses focus on integrated instruction. Teachers are provided with professional development throughout the year including language objectives for daily lessons.
- The schools leverages the Ellevation platform to progress monitor Emerging Bilingual students and provide teachers with strategies for instruction. Practice tests are available for students to prepare for the English Language Language Proficiency Assessment (ELPAC). An Emerging Bilingual Lead (EB Lead) is a teacher leader on campus who collaborates with the Emerging Bilingual Coordinator on how to best support students based on data.
- In addition, to targeted language support a may also be enrolled in a Literacy Intervention course to support their reading needs where support in language acquisition may also be provided.
- The English Language Arts courses support the Emerging Bilingual students on campus as the ELA department collaborates frequently to support the success of this student group. The school has adopted My Perspectives, a standards aligned curriculum, for Grades 6 through 12 English Language Arts courses. Professional Development is provided annually before the start of the school year to review curriculum, assessments, and recommended pacing plans in all grade levels. In addition to this professional development, the school is assigned a Literacy Curriculum Specialist, who provides targeted coaching and support to English Language Arts teachers on campus. The Curriculum Specialist meets monthly with the

designated administrator over ELA to ensure alignment in supports for teachers and may also attend weekly school site professional development or ELA department meetings as needed.

- Common assessments from the curriculum are used to progress monitor student growth on standards and a common data analysis protocol is used to identify targeted standards for re-teaching.
- A universal screener assessment is given three times per year to provide additional data on student growth. The Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) assessment is a nationally normed diagnostic that is used in the Fall, Winter and Spring for all grade levels. Student data is analyzed after each assessment to assess the progress of this student subgroup and identify opportunities for additional support.
- The school analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the school matrix providing students with designated supports. LTELs are currently provided with Designated ELD courses that incorporate LTEL specific strategies for active engagement, writing scaffolds, academic vocabulary building, and ample practice for oral communication.
- In addition to Designated ELD, LTELs receive explicit language & literacy Instruction through Integrated courses across all content areas. All integrated classes embed vocabulary development and grammatical structures required to access subject matter content. Lessons are designed around ELD standards-based language objectives. Subject matter content is taught alongside reading and writing skills so LTELs are using language to meaningfully engage with the academic content. Professional Development is provided to all staff with three dedicated sessions to Integrated ELD PD. These are designed to ensure that all teachers know the proficiency levels their Emergent Bilinguals, what students can do at each level and what scaffolds/accommodations can support them. The professional
- development also provides time and support for teachers to access their EB data on the Ellevation platform and learn strategies that can be differentiated to support EBs at every level and understand the different types of English learners including Newcomer, SLIFE, LTEL, RFEP, as well as characteristics of each. While LTELs are enrolled in designated ELD classes, they are also placed into heterogenous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilitates differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the school climate. These include, but are not limited to:
  - flexible grouping based on language and content proficiency,
  - incorporating opportunities for oral language practice
  - development utilizing culturally relevant curricular materials
  - providing space during the school day for reading for pleasure with access to a variety of age-appropriate books
  - utilizing technology as a tool for background and content knowledge to enhance access to the curriculum
  - creating a text-rich environment that emphasizes academic language
- At least 2x year, the progress of LTELs is monitored and all students with Ds and Fs are provided with Additional or Intensive supports based on a Multi- Tiered System of Supports. Instructional Coaches and ELD
- Coordinators provide ongoing coaching and professional development cycles to admin and teachers focused on research-based strategies and interventions that address the unique learning needs of LTELs.

**Expected Annual Measurable Outcomes**

**Outcome D:** Increase the percent of students scoring proficient on SBAC English Language Arts assessments by 3 percentage points per year or be at/above 2022-23 local district rate

Metric/Method for Measuring: Percent of students scoring proficient on SBAC English Language Arts

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term)	Year 4 of Term	Year 5 of Term)
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All Students (Schoolwide)	55%	58% or greater than the statewide average	61% or greater than the statewide average	64% or greater than the statewide average	67% or greater than the statewide average	70% or greater than the statewide average
English Learner Students	26.2%	29% or greater than the statewide average	32% or greater than the statewide average	35% or greater than the statewide average	38% or greater than the statewide average	41% or greater than the statewide average
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	55%	56% or greater than the statewide average	57% or greater than the statewide average	58% or greater than the statewide average	59% or greater than the statewide average	60% or greater than the statewide average
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	13.5%	16% or greater than the statewide average	19% or greater than the statewide average	22% or greater than the statewide average	25% or greater than the statewide average	28% or greater than the statewide average
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	54.7%	57% or greater than the statewide average	60% or greater than the statewide average	63% or greater than the statewide average	66% or greater than the statewide average	69% or greater than the statewide average

**Outcome E:** Increase the percent of students scoring proficient on SBAC Mathematics assessments or outperform statewide average by 3% percentage points per year or be at/above 2022-23 District rate

**Metric/Method for Measuring:** Percent of students scoring proficient on SBAC Mathematics

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	27.9%	30% or greater than the statewide average	33% or greater than the statewide average	36% or greater than the statewide average	39% or greater than the statewide average	42% or greater than the statewide average
English Learner Students	2.4%	5% or greater than the statewide average	8% or greater than the statewide average	11% or greater than the statewide average	14% or greater than the statewide average	17% or greater than the statewide average
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	27.8%	30% or greater than the statewide average	33% or greater than the statewide average	36% or greater than the statewide average	39% or greater than the statewide average	42% or greater than the statewide average

Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	7.7%	10% or greater than the statewide average	13% or greater than the statewide average	16% or greater than the statewide average	19% or greater than the statewide average	22% or greater than the statewide average
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	27.50%	30% or greater than the statewide average	33% or greater than the statewide average	36% or greater than the statewide average	39% or greater than the statewide average	42% or greater than the statewide average
<b>Outcome F:</b> Increase the percentage of students scoring proficient on the California Science Test or outperform the statewide average by 3% percentage points per year or be at/above 2022-23 local district rate						
Metric/Method for Measuring: Percentage of students scoring proficient on CAST						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	27.9%	30% or greater than the statewide average	33% or greater than the statewide average	36% or greater than the statewide average	39% or greater than the statewide average	42% or greater than the statewide average
English Learner Students	3.0%	6% or greater than the statewide average	9% or greater than the statewide average	12% or greater than the statewide average	15% or greater than the statewide average	18% or greater than the statewide average
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	27.6%	30% or greater than the statewide average	33% or greater than the statewide average	36% or greater than the statewide average	39% or greater than the statewide average	42% or greater than the statewide average
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	7.4%	10% or greater than the statewide average	13% or greater than the statewide average	16% or greater than the statewide average	19% or greater than the statewide average	22% or greater than the statewide average
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	27.9%	30% or greater than the statewide average	33% or greater than the statewide average	36% or greater than the statewide average	39% or greater than the statewide average	42% or greater than the statewide average

<b>Outcome G:</b> Increase percent of English Learner students who reclassify as fully English Proficient by 3 percentage points per year or be at/above District rate						
Metric/Method for Measuring: Percent of students reclassifying as fully English Proficient						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	39%	42%	45%	48%	51%	54%
English Learner Students	39%	42%	45%	48%	51%	54%
<b>Outcome H:</b> Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level by 3 percentage points per year or be at/above 2022-23 District ELPI rate						
Metric/Method for Measuring: Percent of students growing at least one ELPI level or maintaining the highest ELPI						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
English Learner Students	65.6%	67%	68%	69%	70%	71%
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
<b>Outcome I:</b> Increase the CORE Student Growth Percentile in English Language Arts or be above 50%						
Metric/Method for Measuring: Percent of Student Growth Percentile in English Language Arts						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	92%	93% or greater than 50%	94% or greater than 50%	95% or greater than 50%	96% or greater than 50%	97% or greater than 50%
English Learner Students	93%	94% or greater than 50%	95% or greater than 50%	96% or greater than 50%	97% or greater than 50%	98% or greater than 50%
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	92%	93% or greater than 50%	94% or greater than 50%	95% or greater than 50%	96% or greater than 50%	97% or greater than 50%
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	89%	90% or greater than 50%	91% or greater than 50%	92% or greater than 50%	93% or greater than 50%	94% or greater than 50%
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	92%	93% or greater than 50%	94% or greater than 50%	95% or greater than 50%	96% or greater than 50%	97% or greater than 50%

<b>Outcome J: Increase the CORE student growth percentile (SGP) in Mathematics or be above 50%</b>						
Metric/Method for Measuring: Percent of student's growth percentile (SGP) in Mathematics						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	83%	84% or greater than 50%	85% or greater than 50%	86% or greater than 50%	87% or greater than 50%	88% or greater than 50%
English Learner Students	63%	64% or greater than 50%	65% or greater than 50%	66% or greater than 50%	67% or greater than 50%	68% or greater than 50%
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	83%	84% or greater than 50%	85% or greater than 50%	86% or greater than 50%	87% or greater than 50%	88% or greater than 50%
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	54%	55% or greater than 50%	56% or greater than 50%	57% or greater than 50%	58% or greater than 50%	59% or greater than 50%
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	83%	84% or greater than 50%	85% or greater than 50%	86% or greater than 50%	87% or greater than 50%	88% or greater than 50%
<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)</b>						
GOAL #3						
Prepared for College, Leadership, and Life					Related State Priorities:	
					<input type="checkbox"/> 1 X <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
					Local Priorities:	
					<input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						

**Outcomes K:**

- Counselor Support Specialist provides coaching and professional development to counselors who provide academic and college readiness advising.
- School support is based on enrollment which drives the number of counselors on each site with a minimum of one at a MS
- Schools have a Coordination of Services Team (“COST”) which includes an Administrator, school psychologist, and a clinical or mental health supervisor that coordinates counseling and social-emotional services for students.
- Students needing Tier 2 and Tier 3 interventions are connected with clinical and wellness services by the COST team which may include internal services or referrals to external agencies
- The school prioritized parent engagement and believes that parents are partners in the success of their students. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent Square has been adopted to increase communication about school events and opportunities for parents to engage with the school community.
- Every school has a full -time Parent Coordinator who leads parent engagement including hosting parent workshops to educate parents on how to best support their students.
- 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 and staff survey to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction
- School analyzes surveys each year to improve school connectedness and inform the work of the Parent Coordinator.

**Expected Annual Measurable Outcomes**

**Outcome K:** Decrease the Middle School Dropout rate by 3 percentage points or be below 10%

Metric/Method for Measuring: Percent of student drop out rate

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learner Students	0%	0%	0%	0%	0%	0%
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%

**LCFF STATE PRIORITIES  
(Charter Term Commencing July 1, 2026)**

**GOAL #4**

Focus on School Culture	Related State Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7
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2 X 5  8

3 X 6

Local Priorities:

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Specific Annual Actions to Achieve Goal

**Outcome L:**

- 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, such as letters home and Parent Square communication.
- Students at Phase 2-4 of the SART process receive individualized interventions including parent meetings, student agreements and frequent check-ins with a counselor or administrator.
- The school utilizes a data dashboard to monitor chronic absenteeism and implement appropriate interventions. Interventions include Parent Square communication, letters and targeted phone calls on high absence days, prior to the return from an extended weekend and or school break.

**Outcome M:**

- The school analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The school leverages a Tableau report that updates daily to track the attendance data for all students. This report can be disaggregated by student groups allowing the school to track the data specifically for Students with Disabilities. An Early Warning Indicator data analysis protocols is conducted by an attendance support team which includes an administrator, counselor and members of the office staff. This data is shared with the Special Education Department who collaborates with general education teachers to support attendance through personalized interactions with students and parent contact as needed. The Special Education Department is supported by an Administrator over Special Education and a Special Education Program Administrator from the Green Dot Home Office who analyzes school data alongside organizational data to support the school with interventions. Incentives are provided for students to support positive attendance throughout the year. In addition, the Green Dot Home Office provides universal supports including Red Flag Day phone calls on dates throughout the year where students are frequently absent, personalized phone calls to welcome students back from a vacation (Fall, Winter, Spring) and messages via Parent Square of the importance of attendance.

**Outcomes N and O:**

- Green Dot implements a multi-tiered system of support to support students with their academic, behavioral, and social emotional needs using positive behavior interventions and supports.
- School has a School Culture and Advisory Team (designated group of teachers, counselors, classified staff and admin) who analyze data, create professional development and support school-wide policies to maintain a positive and safe environment for staff and students
- The School Culture Team meets bi-monthly and attends centralized training provided by Green Dot's Equity Team. Topics include MTSS, including creating effective Tier 1 practices on campus, restorative practices, and bullying prevention.
- Several data dashboards provide schools with timely school culture and climate data that is used to inform professional development on campus
- Green Dot Education Team supports in implementing restorative practices, and has a comprehensive 3-tiered discipline matrix that prohibits suspension for willful defiance and actively supports schools in

establishing alternatives to suspension, response to intervention practices, and mental health services to reduce the suspension rate

- 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

Expected Annual Measurable Outcomes

**Outcome L: Maintain a high Average Daily Attendance ("ADA") at a rate greater than 90%**

Metric/Method for Measuring: ADA Rate

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	93.80%	90% or more	90% or more	90% or more	90% or more	90% or more
English Learner Students	95.30%	90% or more	90% or more	90% or more	90% or more	90% or more
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students

Socioeconomically Disadvantaged Students	93.80%	90% or more	90% or more	90% or more	90% or more	90% or more
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	93.60%	90% or more	90% or more	90% or more	90% or more	90% or more
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	93.80%	90% or more	90% or more	90% or more	90% or more	90% or more

**Outcome M:** Decrease student Chronic Absenteeism rate by 3 percentage points per year or to a rate at or below 10%

Metric/Method for Measuring: Chronic Absenteeism rate

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	16.9%	13% or Lower than 10%	10% or Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
English Learner Students	2.8%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	17.1%	14% or Lower than 10%	11% or Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	15.0%	12% or Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	16.8%	13% or Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%

**Outcome N:** Decrease Suspension Rate by 3 percentage points per year or to a rate at or below 5%

Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0.00%	Less than 5%	Less than 5%	Less than 5%	Less than 5%	Less than 5%
English Learner Students	0.00%	Less than 5%	Less than 5%	Less than 5%	Less than 5%	Less than 5%

Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	0.00%	Less than 5%	Less than 5%	Less than 5%	Less than 5%	Less than 5%
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	0.00%	Less than 5%	Less than 5%	Less than 5%	Less than 5%	Less than 5%
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	0.00%	Less than 5%	Less than 5%	Less than 5%	Less than 5%	Less than 5%
<b>Outcome O:</b> Decrease Expulsion Rate by 2 percentage points per year or to a rate at or below 2%						
Metric/Method for Measuring: Expulsion Rate						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0.00%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
English Learner Students	0.00%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Long Term English Learners	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Socioeconomically Disadvantaged Students	0.00%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
Foster Youth Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Students with Disabilities	0.00%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
African American Students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students	Less than 30 students
Latino Students	0.00%	Less than 2%	Less than 2%	Less than 2%	Less than 2%	Less than 2%
<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)</b>						
GOAL #5						
Parent, Student, and Community Engagement					Related State Priorities:	
					<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8	

X 3 X 6

Local Priorities:

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Specific Annual Actions to Achieve Goal

**Outcome P and Q:**

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

**Outcome R and S:**

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

Expected Annual Measurable Outcomes

**Outcome P:** The school will host at least 4 SAC meetings each school year

Metric/Method for Measuring: Number of SAC Meetings

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	At least 4 meetings were held	At least 4 meetings a school year	At least 4 meetings a school year	At least 4 meetings a school year	At least 4 meetings a school year	At least 4 meetings a school year

**Outcome Q:** The school will host at least 4 DELAC meetings each school year

Metric/Method for Measuring: Number of DELAC Meetings

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	At least 4 meetings were held	At least 4 meetings a school year	At least 4 meetings a school year	At least 4 meetings a school year	At least 4 meetings a school year	At least 4 meetings a school year

**Outcome R:** At least 80% of Family survey respondents "Would recommend this school to a friend"

Metric/Method for Measuring: Percent of family survey respondents

APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	94%	Greater than 80%	Greater than 80%	Greater than 80%	Greater than 80%	Greater than 80%
<b>Outcome S:</b> At least 30% of parents/guardians participate in two or more events a year or increase by 3 percentage points from prior year						
Metric/Method for Measuring: Percent of parents/guardians attending school events						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	62%	29% or at least 30%	32% or at least 30%	35% or at least 30%	38% or at least 30%	41% or at least 30%
<b>Outcome S:</b> Increase by 3 percentage points annually or be at/above at least 80% positive rating "I feel safe at this school" on the Internal Student Survey						
Metric/Method for Measuring: Percent of student survey respondents						
APPLICABLE STUDENT GROUPS	Baseline (based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	86%	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%

*\*African American Students and Foster Youth were not a statistically significant student group in the most recently approved Local Control and Accountability Plan.*

**Instructional Design**

**Means to Achieve Mission and Vision (How Learning Best Occurs)**

Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the Charter School. To ensure that students will receive the personalized attention they need, Ánimo Ellen Ochoa and all schools that Green Dot operates will be based on the core values, theory of change and academic model that Green Dot has developed over the past 24 years.

**Green Dot’s Core Values**

The following core values guide the philosophical core of each and every Green Dot school:

- **An Unwavering Belief in all Students’ Potential:** All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
  - o Key practices:
    - Use data to meet the needs of students and amplify their assets
    - Provide intervention courses based on specific needs of student population
    - Provide tiered support for all students through our MTSS approach
    - Invest in School Mental Health Services to support retention and success of students facing challenges
    - Provide courses for high achieving and gifted students. Examples of these courses are dual enrollment college courses and other electives as determined by the school. Courses are available to all students, however, data-driven master

scheduling is used to provide students with an academic course schedule that is best suited to meet their learning needs.

- **Passion for Excellence:** Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
  - o Key practices:
    - Use technology and assessment platforms to give teachers and principals real-time access to data
    - Focus on Results: Administrators regularly review student performance data with peers and supervisors, and receive feedback on strengths and areas of improvement
    - Structured peer collaboration which may include peer observations among teachers and collaborative learning across department and grade level teams
- **Personal Responsibility:** Take responsibility and initiative in our lives and encourage accountability for our actions.
  - o Key practices:
    - Demonstrate personal integrity and high individual accountability through professional practices
    - Demonstrate accountability for the individual and collective success of students through frequent data analysis to inform instructional practices in the classroom and school-wide systems.
- **Respect for Others and the Community:** Respect others in our daily interactions and have a positive impact on our communities.
  - o Key practices:
    - Foster collaboration with others
    - Promote a positive school culture
    - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
    - Cultivate the school’s mission, vision and core values
    - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process:** Young adults will receive the best education when all stakeholders participate in the education process.
  - o Key practices:
    - Provide opportunities for stakeholders to participate in the School Advisory Council (“SAC”) and District English Learner Advisory Council (“DELAC”)
    - Host parent education workshops focused on tools that will support student success in school
    - Ongoing satisfaction surveys to assess stakeholders’ opinions and areas of improvement for the school

**Green Dot’s Theory of Change:**

- **College-Ready Learners:** Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in historically under-resourced communities, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. In the 2024-25 school year, approximately 99% of current Green Dot students are African-American or Latino and more than 85% qualify for free or reduced priced meals. Green Dot is also committed to serving high-needs students with 17% English Learner and 16% Students with Disabilities student

populations at our schools.<sup>20</sup> Moreover, all Green Dot schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation. We believe in the potential of all students and will outperform the nation in preparing college graduates.

- **Highly Effective Team Members:** Green Dot has built a teacher coaching and evaluation program that is data-driven and grounded in the College Ready Teaching Framework. Frequent classroom observation, rigorous planning, and data analysis are at the core of ensuring highly effective teachers in every classroom. Green Dot invests significantly in professional development for school leaders. Principals participate in weekly coaching and administrative teams including Assistant Principals participate in bi-monthly coaching. Monthly professional development is hosted by Green Dot’s Education Team providing skills development on best practices in both school culture and instructional leadership. On top of that, all school leaders participated in the Relay Graduation School of Educational’s Instructional Leadership Professional Development Program. Furthermore, Green Dot is committed to developing a pipeline of school leaders and offers current teachers opportunities to develop the skills and experience necessary to operate high-quality middle and high schools.
- **High-Quality Replicable Model:** Green Dot has built an educational program that can be replicated. Green Dot values results and has built systems and processes to enable accountability in academics, operations and financial management. Administrators and school staff members are able to view assessment results in Green Dot’s data systems and generate customizable reports with school-level, department-level, and teacher-level data for monitoring student academic outcomes. Staff also use Green Dot’s knowledge-sharing platforms such as Connect, Mastery Connect, Tableau and School Mint Grow to access resources across all departments. Students and parents have access to the web-based, student information system PowerSchool where they can access student grades, test scores and attendance.
- **Engaging Families and Communities:** Green Dot believes parents are partners and values opportunities for meaningful participation in student learning. Green Dot embraces the Community School Model, engaging families in identifying the needs of the school through surveys and Coffee with the Principal.

### Green Dot’s Academic Model

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

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

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<sup>20</sup> Based on demographic information across Green Dot Public Schools, which will be publicly available on the California Department of Education’s DataQuest website.

addition, teachers will be able to pursue professional development and coaching support from the Curriculum Specialists as well as from the Green Dot Education Team.

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

### *Innovative Components and Key Features of the Educational Program*

Green Dot has developed a comprehensive approach to curriculum and instruction that includes the adoption of a research-based curriculum. To support the implementation of curriculum, teachers are provided with textbooks, curriculum maps, pacing guides, sample lesson plans, and interim assessments for the Charter School's course offerings. The model is derived from a continuum of research-based practices that include:

- **Planning and Preparation**  
Effective planning is critical for creating a rigorous and engaging learning environment. Charlotte Danielson's Framework for Teaching emphasizes the importance of thorough lesson planning and the need for teachers to understand their students' backgrounds and prior knowledge. Danielson's framework stresses the importance of setting clear objectives,

providing varied learning activities, and ensuring appropriate pacing to meet the diverse needs of all learners and is at the core of the College Ready Teaching Framework which is used for the coaching and evaluation of all teachers.

- **Culturally Responsive Pedagogy**

Acknowledging students' cultural backgrounds is a key factor in student learning and asset-based learning. School leaders and teachers are provided professional development connected to Zaretta Hammond's Culturally Responsive Teaching and the Brain leveraging her Ready for Rigor Framework to work towards a culturally responsive classroom experience for all students. Hammond believes that teaching should be tailored to reflect students' cultural identities, leveraging their lived experiences as a foundation for deeper engagement and understanding.

The Ready for Rigor Framework provides practical strategies for teachers to build an academically rigorous yet culturally relevant classroom focusing on four key areas: Warm Demanding, Connecting, Complexity, and Coaching. In addition to culturally responsive teaching, Hammond advocates for culturally sustaining pedagogy, which not only responds to but also celebrates and sustains students' cultural identities throughout their learning. This approach empowers students by affirming their cultural values and ensuring their experiences are integrated into the curriculum.

- **Assessment and Learning**

Instructional strategies focus on opportunities for students to process their thinking through discourse and writing. Leveraging curriculum - embedded strategies aligned to ELA, Math and Science along with effective teaching strategies from Doug Lemov's Teach Like a Champion, teachers provide students with multiple opportunities to demonstrate progress towards mastery of standards. Frequent checks for understanding provide real-time data to assess student learning and inform instruction.

Grounded in the belief that assessments should drive instruction, Green Dot leverages Robert Marzano's approach to assessment along with the principles of Universal Design for Learning. Engaging teachers in intellectual preparation allows them to unpack the standards and their curriculum to ensure they are designing learning experiences that are rigorous, based on student data and flexible for the needs of individual students. Using both formative and summative assessments effectively and aligning them with standards-aligned objectives, students will be provided multiple opportunities to demonstrate mastery creating a supportive learning environment that enhances student achievement and fosters a growth mindset.

Green Dot has adopted a mastery- based approach to grading, leveraging the research of Grading for Equity by Joe Feldman. The grading policy is built to provide students and families with clear and meaningful feedback on the degree to which students have mastered academic skills and learning.

- **Classroom Environment**

Green Dot classrooms are designed to be safe, culturally affirming learning communities where students feel comfortable sharing their ideas and taking risks as learners. Leveraging the "Safe and Civil Schools" program by Randy Sprick and research on Restorative Practices, classrooms have clear expectations, opportunities for positive narration, supportive corrective feedback, and student agency in their learning. A focus on relationships is at the core of the

classroom community and teachers work to express care, provide support, share agency, expand possibilities and challenge growth for all students.

Green Dot's Education Team is currently analyzing the works for experts in the education field to continue to refine this research-based approach.

### *Curriculum and Instruction*

Research-based instructional frameworks may include active learning, brain-based teaching and learning, and differentiated instruction to ensure the success of all students at high levels. Research is provided by professional learning experiences including books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences. The Charter School and other Green Dot schools have used books in staff development including: Classroom Instruction That Works (Marzano, Pickering, Pollock, published January 15, 2012), Professional Learning Communities at Work (Richard DuFour, published 1998), Focus: Elevating the Essentials to Radically Improve Student Learning (Mike Schmoker, published 2011), Grading for Equity (Joe Feldman, published 2018), Culturally Responsive Teaching and the Brain (Zaretta Hammond, published 2014), and Teach Like A Champion (published 2010), among others. School leaders and/or teachers have engaged in professional development workshops with the California Conference for Equality and Justice training focused on classroom environment and restorative practices and Relay Graduate School of Education's workshop series including a focus on Classroom Culture, Academic Rigor and Inclusive Instruction. This research allows Charter School teachers to learn from successful models and implement strategies in their classrooms.

Serving a diverse student population that may need remediation, acceleration and language development, students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Instruction is differentiated based on student data and formative assessments to create a culturally responsive classroom for students to learn. Leveraging the research of Zaretta Hammond, and high quality curriculum aligned to grade level standards and Doug Lemov's Teach Like a Champion, along with curriculum-embedded strategies, Green Dot has adopted instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

- **Do Now:** Students are provided an independent activity as the class starts to facilitate bell-to-bell instruction and immediate engagement in learning.
- **Everybody Writes:** Students engage in processing their learning by giving them the opportunity to reflect first in writing before discussing.
- **Think, Pair, Share:** Students individually think through a question or problem, before discussing it with a partner to check their understanding or enhance their response.
- **Notice and Wonder :** Students brainstorm ideas and explore a problem before attempting to find a solution or uncover meaning.
- **Cold Call:** Students are called upon regardless of whether they have raised their hands to affirm the expectation of engagement and participation.
- **Wait Time:** A teacher will delay a few strategic seconds after asking a question and before asking a student to begin answering it.
- **No Opt Out:** A teacher will ensure that a sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible through questioning and scaffolded supports.

- **Right Is Right:** A teacher will set and defend a high standard of correctness in the classroom to ensure students learn from mistakes to encourage a culture of support and offer multiple opportunities to demonstrate mastery is established.
- **Stretch It:** A teacher will ensure the sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability challenging students to make real-world connections and establish relevance. This technique is especially important for differentiating instruction

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

Because Green Dot’s educational program emphasizes regular formative assessments and the use of data to increase student achievement, our pacing plans (which prepare for our interim assessments) guide and define the scope and sequence of the curriculum taught in our schools with regard to the four core subject areas identified by California’s State Board of Education. Green Dot schools implement interim assessments in English Language Arts, Math, Science and History.

Selecting curricula is a collective process where the various stakeholders engaged with the curricula are part of the selection process. This process is led collaboratively between the Education Team (Chief Academic Officer, Directors and Curriculum Specialist) at the Home Office and school representatives (both teachers and administrators) through a committee known as the Curriculum Adoption Committee. Once a specific course or content area is identified for a new adoption, teachers in that content area are provided the opportunity for training and pilot that curriculum in order to be able to provide feedback against a set of agreed upon criteria for selection. The criteria for selection should include consideration of a) clear alignment with state standards and CCSS, b) clear alignment with school and Green Dot standards, c) cultural, gender, social-economic status and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility. Over the course of the pilot, the Curriculum Adoption Committee for that content area meets several times during the year to review teacher and student feedback, interact with the curriculum directly and advise on a decision ultimately made by the Chief Academic Officer.

Below is an outline of Green Dot’s recommended middle school curriculum. The curriculum places an emphasis on ensuring that all students are at or above grade level by their eighth grade year in order to be prepared for high school. Electives will be provided to students performing at or above grade level and intervention courses will be provided for students who need additional support in their core content classes. Each year multiple measures including state assessments, teacher assessments and grades will be used to determine a student’s course schedule for the upcoming year and whether or not they will have enrichment electives or intervention courses. This curriculum complies with Education Code 47605(d)(1) by meeting all statewide standards.

This curriculum will be followed at the Charter School. Administrators and teachers may make adjustments to the Charter School’s master schedule and add additional Green Dot-approved courses in order to meet the specific needs of their students. Teachers are provided with professional development prior to the school year and on an on-going basis to support their implementation of the curriculum and the use of data to inform instruction. The recommended curriculum is based upon CCSS and CA State standards for each content area. Other VAPA opportunities may be available to students through clubs

and/or the After School Program. Green Dot values the importance of elective offerings and exposing students to a variety of experiences in the classroom, however, the academic needs of our students are prioritized in order to ensure that they promote from our middle school at or above grade level and high school ready.

The recommended curriculum is based upon the CCSS for ELA and Math, NGSS, History-Social Science Standards, ELD Standards, and remaining CA State Content Standards (the “State Standards”). Literacy CCSS are incorporated in History and Science, and Next Generation Science Standards are also being integrated in the curriculum. State-adopted texts are used in all core subjects.

The Charter School emphasizes the traditional subjects of Math, Science, English Language Arts, and Social Studies, as well as a variety of electives to provide opportunities for students to receive enrichment. Electives in the Charter School may include Drama, Composition and Investigations for English Language Arts. These courses will offer students achieving at or above grade level in reading the opportunity for additional development in reading, writing, and speaking skills. Additional electives include Project Lead the Way (“PLTW”) courses and Physical Education for students achieving at or above grade level in Math. Visual and Performing Arts (“VAPA”) experiences may be offered through elective courses and /or partnerships with community organizations.

**Outline of Ánimo Ellen Ochoa’s Curriculum**

	<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
<b>Core Courses</b>	<ul style="list-style-type: none"> <li>English 6</li> <li>Literacy Intervention*</li> </ul>	<ul style="list-style-type: none"> <li>English 7</li> <li>Literacy Intervention*</li> </ul>	<ul style="list-style-type: none"> <li>English 8</li> <li>Literacy Intervention*</li> </ul>
	<ul style="list-style-type: none"> <li>Math 6</li> <li>Math Foundations 6**</li> </ul>	<ul style="list-style-type: none"> <li>Math 7</li> <li>Math Foundations 7**</li> </ul>	<ul style="list-style-type: none"> <li>Math 8</li> <li>Math Foundations 8**</li> </ul>
	<ul style="list-style-type: none"> <li>Integrated Science 6</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Science 7</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Science 8</li> </ul>
	<ul style="list-style-type: none"> <li>Ancient Civilizations</li> </ul>	<ul style="list-style-type: none"> <li>World History</li> </ul>	<ul style="list-style-type: none"> <li>United States History</li> </ul>
<b>Advisory</b>	<ul style="list-style-type: none"> <li>Advisory 6</li> </ul>	<ul style="list-style-type: none"> <li>Advisory 7</li> </ul>	<ul style="list-style-type: none"> <li>Advisory 8</li> </ul>
<b>Sample Electives</b>	<ul style="list-style-type: none"> <li>Drama</li> <li>Creative Writing &amp; Performance</li> <li>Literature &amp; Performance</li> <li>21st Century Leadership and Life: Problem Solving 1</li> <li>21st Century Leadership and Life: Environmental Sciences</li> <li>Humans in the 21st Century</li> <li>Student Council/Gov</li> <li>Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>Composition</li> <li>Yearbook</li> <li>21st Century Leadership and Life: Leadership and Life 1A or 1B</li> <li>21st Century Leadership and Life: Environmental Sciences</li> <li>Humans in the 21st Century</li> <li>Student Council/Gov</li> <li>Physical Education</li> <li>Ethnic Studies</li> </ul>	<ul style="list-style-type: none"> <li>Investigations</li> <li>21st Century Problem Solving 3</li> <li>21st Century Leadership and Life: Environmental Sciences</li> <li>21st Century Leadership and Life: Leadership and Life 1A or 1B</li> <li>Humans in the 21st Century</li> <li>Student Council/Gov</li> <li>Physical Education</li> <li>Ethnic Studies</li> </ul>

\*English Learners will benefit from Green Dot’s English Language Development (“ELD”) courses as applicable. Students identified as needing additional support in English Language Arts will follow the Intervention Pathway by taking Academic English Essentials, ELD Academic English Essentials, Literacy Enrichment, ELD Literacy Enrichment, Newcomer ELD 1, Newcomer ELD 2. Students with Disabilities benefit from Green Dot’s Academic Success courses as applicable.

\*\*Students identified as needing additional support in Math would follow the Intervention Pathway of Math Foundations as their elective. Students with Disabilities benefit from Green Dot’s Academic Success courses as applicable.

Summary descriptions of grade level curriculum that will be offered at the Charter School can be found below.

### Green Dot Middle School Curriculum

#### History/Social Science Courses

Grades: 6, 7, 8

Core, Non-College Prep

The History-Social Science curriculum is a well-balanced rigorous program based on the California History-Social Studies Framework and the Common Core Standards for Literacy in History-Social Studies. This program provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical reading skills.

Course Title	Course Number(s)	Core/College Prep[1]	Grade	Course Length
Ancient Civilizations A/B	MS3001, MS3002	Core, Non-College Prep	6	YEAR
World History MS A/B	MS3007, MS3008	Core, Non-College Prep	7	YEAR
US History MS A/B	MS3009, MS3010	Core, Non-College Prep	8	YEAR

#### English/ELA

Grades: 6, 7, 8

Core, Non-College Prep

The English curriculum is a well-balanced rigorous program based on the California English/Language Arts Content Standards and the Common Core State Standards. Courses in English require extensive reading of poetry, prose, plays, and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully designed prompts should

aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of honors-level courses.

Course Title	Course Number(s)	Core/College Prep	Grade	Course Length
<b>English 6 A/B</b>	MS2001, MS2002	Core, Non-College Prep	6	YEAR
<b>English 7 A/B</b>	MS2003, MS2004	Core, Non-College Prep	7	YEAR
<b>English 8 A/B</b>	MS2015, MS2016	Core, Non-College Prep	8	YEAR

**ELD Courses**

Grades: 6, 7, 8

Core, Non-core (Advisory), Non-College Prep

**Newcomer English Language Development**

The purpose of Newcomer ELD courses at Green Dot is to prepare Emerging Bilinguals (ELs) who recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout.

Newcomer ELD courses are not recommended for students who have been in the U.S. longer than three years.

Course Title	Course Number(s)	Core/College Prep	Grade	Course Length
<b>Academic English Essentials A</b>  <b>Academic English Essentials B</b>	MS2025 MS2025ELD MS2026 MS2026ELD	Core, Non-College Prep	8	YEAR
<b>Advisory MS A</b> <b>Advisory MS B</b> <b>Advisory 6A</b> <b>Advisory 6B</b> <b>Advisory 7A</b> <b>Advisory 7B</b> <b>Advisory 8A</b> <b>Advisory 8B</b>	MS7021 MS7021ELD MS7022 MS7025 MS7026 MS7027 MS7028 MS7029 MS7030	Non-Core, Non-College Prep	6-8	YEAR

<b>ELD MS 1A</b> <b>ELD MS 1B</b>	MS2027ELD MS2028ELD	Non-Core, Non-College Prep	6-8	Year
<b>ELD MS 2A</b> <b>ELD MS 2B</b>	MS2029ELD MS2030ELD	Non-Core, Non-College Prep	6-8	Year
<b>ELD MS 3A</b> <b>ELD MS 3B</b>	MS2031ELD MS2032ELD	Non-Core, Non-College Prep	6-8	Year
<b>Literacy Enrichment 6A</b>	MS8001 MS8001ELD	Non-Core, Non-College Prep	6-8	Year
<b>Literacy Enrichment 6B</b>	MS8002 MS8002ELD			
<b>Literacy Enrichment 7A</b>	MS8009 MS8009ELD	Non-Core, Non-College Prep	6-8	Year
<b>Literacy Enrichment 7B</b>	MS8010 MS8010ELD			
<b>Literacy Enrichment 8A</b>	MS2017 MS2017ELD	Non-Core, Non-College Prep	6-8	Year
<b>Literacy Enrichment 8B</b>	MS2018 MS2018ELD			
<b>MS Language &amp; Literacy A</b>	MS2076 MS2076ELD			
<b>MS Language &amp; Literacy B</b>	MS2077 MS2077ELD			
<b>MS Literacy 3A</b> <b>MS Literacy 3B</b>	MS2045 MS2045ELD  MS2046 MS2046ELD			

**Mathematics**

Grades: 6, 7, 8

Non-Core, Non-College Prep

The General Mathematics curriculum is aligned to the CA Math Common Core State Standards which includes the Mathematical Content Standards and the Mathematical Practice Standards.

Course Title	Course Number(s)	Core/College Prep	Grade	Course Length
<b>Math 6 A/B</b>	MS4001, MS4002	Non-Core, Non-College Prep	6	Year
<b>Math 7 A/B</b>	MS4011, MS4012	Non-Core, Non-College Prep	7	Year

<b>Math 8 A/B</b>	MS4015, MS4016	Non-Core, Non-College Prep	8	Year
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**Science**

Grades: 6, 7, 8

Non-Core, Non-College Prep

The middle school course sequence follows the California Preferred Integrated Course Model which aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. Each NGSS-aligned curriculum unit integrates two to three science domains (earth and space science, life science, and/or physical science), as well as engineering. The curriculum for this course follows [OpenSciEd](#). Because the integrated units incorporate a vast range of topics, each unit contains many different phenomena for students to investigate, explain, or problem-solve through the application of the seven [Crosscutting Concepts](#) and eight [Science and Engineering Practices](#). Each unit also has one anchoring phenomenon driving the unit and a cohesive assessment system that assesses student understanding of this phenomenon. In addition, each unit contains a “transfer task” as part of the assessment system, requiring students to apply their knowledge and skills to a novel phenomenon or problem. During each unit, students work through a coherent storyline in teams to tackle complex, real-world issues through rigorous, long-term discovery. By centering our units around student sense-making and problem-solving of phenomena, the focus of learning shifts away from only learning about topics and facts and more towards using understanding of topics to figure out why or how things happen in the world. This promotes student-generated questioning and ideas which supports students’ agency for wanting to build their own scientific knowledge. As a result, students leave with deeper understanding and a process that can more readily be applied to other real-world phenomena in the future. Included in each unit are language development strategies to support Integrated ELD. Additionally, the curriculum follows Universal Design for Learning to support access for all learners. The science curriculum offers a balanced and academically rigorous program based on the Next Generation Science Standards.

Course Title	Course Number(s)	Core/College Prep	Grade	Course Length
<b>Integrated Science 6 A/B</b>	MS5013, MS5014	Non-Core, Non-College Prep	6	Year
<b>Integrated Science 7 A/B</b>	MS5015, MS5016	Non-Core, Non-College Prep	7	Year
<b>Integrated Science 8 A/B</b>	MS5017, MS5018	Non-Core, Non-College Prep	8	Year

**Electives**

Grades: 6, 7, 8

Non-Core, Non-College Prep, Core, Elective

Elective courses are offered as part of Green Dot’s pyramid of intervention. Some courses provide additional support to students who are underperforming in Mathematics and Literacy, whereas other courses provide enrichment to students who are testing at or above grade levels in those subjects.

Course Title	Course Number(s)	Core/College Prep	Grade	Course Length
PE MS A/B	MS6001 MS6002	Non-Core, Non-College Prep	6-8	SEMESTER
Investigations MS A/B	MS2021M S2022	Non-Core, Non-College Prep	8	SEMESTER
Drama MS A Drama MS B	MS8007 MS8008	Core, Non-College Prep	6-8 Mixed section	SEMESTER
Advisory 6A Advisory 6B Advisory 7A Advisory 7B Advisory 8A Advisory 8B MS Advisory A MS Advisory B	MS7001M S7002MS 7003MS7004 MS7013M S7014 MS7023M S7024	Non-Core, Non-College Prep	6-8	YEAR
Composition	MS2023M S2024	Non-Core, Non-College Prep	7	YEAR
21st Century Learning: Environmental Science A/B	MS7129 MS7130	Elective, Non-College Prep	6-8	YEAR
21st Century Learning: Leadership/Life A/B	MS7127 MS7128	Elective, Non-College Prep	6-8	YEAR
21st Century Learning: Problem Solving	MS7121M S7122MS 7123 MS7124M S7125 MS7126	Non-Core, College Prep	6-8	YEAR
Humans in the 21st Century	MS5019 MS5020	Non-Core, College Prep	6-8	YEAR
Visual Art	MS8033 MS8034	Elective Non-college prep	6-8	SEMESTER
Empowered Reading	MS8025 MS8026 MS8027 MS8028 MS8029 MS8030	Elective Non-college prep	6-8	SEMESTER

<b>Intro to Ethnic Studies</b>	MS 3005 MS 3006	Core, Non-College Prep	6-8	YEAR
<b>Intro to Speech and Debate</b>	MS2081M S2082	Elective Non-college prep	6	YEAR
<b>Student Council</b>	MS8041 MS8042	Elective Non-College Prep	6-8	YEAR
<b>Student Government</b>	MS8037 MS8036			
<b>Leadership</b>	MS7131 MS7132			
<b>Yearbook</b>	MS8039 MS8040	Elective Non-College Prep	6-8	YEAR
<b>Creative Writing &amp; Performance</b>	MS8043 MS8044	Elective Non-College Prep	6	YEAR
<b>Literature &amp; Performance</b>	MS8045 MS8046	Elective Non-College Prep	6	YEAR
<b>M3 Robotics</b>	MS5023 MS5024	Elective Non-college prep	6-8	YEAR

**Intervention**  
Grades: 6, 7, 8

Course Title	Course Number(s)	Core/College Prep	Grade	Course Length
<b>Academic English Essentials A/B</b>	MS2025, MS2026	Core, Non-College Prep	8	YEAR
<b>Literacy Enrichment A/B</b>	MS8001 MS8002 MS8009 MS8010 MS2017 MS2018	Core, Non-College Prep	6-8	YEAR
<b>Math Foundations 6 A/B</b>	MS4005 MS4006	Core, Non-College Prep	6	YEAR
<b>Math Foundations 7 A/B</b>	MS4009 MS4010	Core, Non-College Prep	7	YEAR
<b>Math Foundations 8 A/B</b>	MS4017 MS4018	Core, Non-College Prep	8	YEAR

<b>Math Foundations 1 A/B</b>	MS4038 MS4039	Core, Non-College Prep	6, 7, 8	YEAR
<b>Math Foundations 2 A/B</b>	MS4040 MS4041	Core, Non-College Prep	6, 7, 8	YEAR
<b>Math Foundations 3/B</b>	MS4042 MS4043	Core, Non-College Prep	7, 8	YEAR

*Curriculum*

Selecting curricula is a collective process where the various stakeholders are engaged with the curricula are part of the selection process. This process is led collaboratively between the Education Team (Chief Academic Officer, Directors and Curriculum Specialist) at the Home Office and school representatives (both teachers and administrators) through a committee known as the Curriculum Adoption Committee. Once a specific course or content area is identified for a new adoption, teachers in that content area are provided the opportunity for training and pilot that curriculum in order to be able to provide feedback against a set of agreed upon criteria for selection. The criteria for selection should include consideration of a) clear alignment with state standards and CCSS, b) clear alignment with school and Green Dot standards, c) cultural, gender, social-economic status and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility. Over the course of the pilot, the Curriculum Adoption Committee for that content area meets several times during the year to review teacher and student feedback, interact with the curriculum directly and advise on a decision ultimately made by the Chief Academic Officer.

**Academic Support, Intervention and Enrichment**

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

- Summer Bridge: Summer Bridge is a recommended summer program for incoming 6<sup>th</sup> grade students that acclimates students to the Charter School's culture of middle school, high expectations and the development of a trusting community. The Summer Bridge program is an opportunity to learn about students’ individual learning needs through a variety of assessments that will provide data for future placement in courses and adjustments in the master schedule. All students will be assessed to identify opportunities for growth towards meeting standards and socio-emotional supports that might be necessary. In addition, students who have been identified as English learners or students with disabilities may have additional assessments to assess their learning levels and whether further intervention may be appropriate. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students engage in culture-building exercises that promote a positive community of trust and respect. The Summer Bridge program allows the Charter School the opportunity to begin to assess student social and personal needs through collaboration in the classroom and small group instruction. Students may also participate in education field trips in the Summer Bridge program.
- Reading and Math Intervention Programs: Literacy Enrichment and Math Support, standards-aligned programs for reading and math respectively, are provided to students who are not meeting grade level standards in reading and/or math. Students may be double blocked in this course along with a core class to accelerate growth towards meeting standard. Students take the NWEA-MAP and an internal Math Diagnostic before school starts in Summer Bridge and/or during the first month of school.

- English Learners: Designated and Integrated ELD classes are provided for all English Learner students. Designated ELD instruction is driven by the CA ELD standards and these classes provide targeted language instruction with an aim to improve the English listening, speaking, reading and writing skills of English Learner students. Integrated ELD utilizes content standards and CA ELD Standards in tandem to support English Learner students in acquiring the language of each content area.
- Academic Success: Designated students with disabilities are provided extra support to reflect the needs outlined in the Individualized Education Program (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- Enrichment Programs: Students achieving above grade level will have an opportunity to excel through activities such as: differentiated instruction in the classroom and electives (e.g., PLTW and arts electives). Community partnerships will provide additional opportunities for learning extension including Dual Enrollment through local community colleges.
- After School Program: Afterschool programming is available for all students who wish to participate in enrichment activities that include academic support .
- Office Hours: Teachers hold office hours to provide students with additional support and tutoring for students who may want additional support in a subject area.

### ***Social and Life Skills Development***

#### Advisory Course

The Charter School's will offer a variety of programs to ensure that the social and emotional needs of our students are met. We have built an Advisory course into the master schedule to serve as a universal intervention using the Multi-Tiered System of Supports. Using the MTSS model, all students receive the core literacy and math courses as their universal instruction. In addition to the core courses, students who need more intensive intervention (Additional) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Intensified) necessary to address the student’s needs or if a referral to the Student Success Team is required.

Advisory serves two purposes: academic and social-emotional support. These classes are particularly important to build connection to the school community and for students to access supports designed for their continual growth and improvement. Specialized advisories may be developed to provide students with similar experiences and/ or needs an environment tailored to their specific strengths or growth areas.

During Advisory, students will:

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

Working with the same teacher and student peers for the duration of middle school, students benefit from a familiar support system built into the school day. In order to assess the effectiveness of the Advisory

course, students complete feedback surveys. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our School Stakeholder Surveys in which more than 78% of students across all Green Dot schools agreed or strongly agreed with the statement they would recommend Green Dot to others.

### School Mental Health Services

Green Dot's School Mental Health Services (“SMHS”) is dedicated to nurturing whole-child mental health through a comprehensive and culturally responsive approach. Aligned with the Green Dot's strategic plan, SMHS supports rigorous and inclusive educational opportunities that pave the way for college, leadership, and life. The SMHS team consists of licensed social workers and marriage & family therapists, as well as team members who are in the process of obtaining licensure, who are highly trained to provide evidence-based mental health interventions that support the well-being of students and families.

As part of the Coordination of Services Team (“COST”), SMHS collaborates with school psychologists, academic counselors, administrators, and community partners to address health and wellness inequities and ensure every student has access to essential mental health support.

The School Mental Health Services model follows a tiered approach that ensures students receive appropriate mental health support based on their needs:

#### **Universal Supports (ALL students)**

These supports are available to all students and focus on prevention, mental health awareness, and overall well-being.

- Mental health awareness activities
- Staff professional development on trauma-informed practices
- Parent workshops (virtual or in-person)
- COST team collaboration for student support
- School-wide mental health consultations
- Crisis intervention planning and coordination with COST
- Referrals to community mental health services

#### **Additional Supports (SOME students)**

These interventions provide targeted support for students identified as needing extra assistance.

- Student therapeutic groups
- Social-emotional learning (SEL) training for staff
- Parenting workshops
- Increased progress monitoring and collaboration with school administrators
- Coordination with community mental health partnerships

#### **Intensified Supports (FEW students)**

For students with high mental health needs, SMHS provides intensive interventions, including:

- Individual psychotherapy
- Crisis management and response
- Case management services (coordinating care with external providers)
- School-wide crisis support, including collaboration with Employee Assistance Program (EAP) therapists
- Intern supervision and training for future mental health professionals

All services, which may include social and emotional counseling including small group and individual therapy, are provided or supervised by a licensed Marriage and Family Therapist or Licensed Clinical Social Worker. Additional degrees and credentials members of the Clinical Services team hold include Pupil Personnel Services credential, Masters in Social Work or Licensed Master Social Worker.

### Curriculum and Instruction - Specific to High Schools

NA - pertains to HS only

### Transitional Kindergarten

NA - pertains to TK only

### Academic Calendar and Schedules

#### **Academic Calendar and School Time**

A school site calendar committee recommends the daily bell schedule that meets the needs of its students. The calendar committee is facilitated by an administrator and includes teachers who collaborate on decisions while ensuring the school calendar meets the minimum requirements for instructional minutes set forth by Green Dot and the state of CA. The Charter School will have 183 student days and an additional 10 professional development days for all teachers. New teachers will also receive an additional 5 days, for a total of 15 professional development days. The current State minimum requirement for annual instructional minutes for middle schools is 54,000. During the 2026-2031 charter term and under normal operations, The Charter School will surpass the required number of minutes of instruction as set forth in Education Code 47612.5. The Charter School will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1) and 47612.5(e)(1). Students at-risk of being chronically absent will be identified through weekly data analysis of student attendance data. Support for students may include parent conferences, counseling, transportation resources and a referral to the Student Attendance Review Team (“SART”). Students with absences (excused or unexcused) from a class period more than four times in a given semester will be referred to the SART for support with interventions. The SART aims to work with families to ensure that students comply with compulsory education laws. The SART is both a prevention and intervention tool that can be utilized to address truanancies, excessive tardies, excessive absences, and chronic absenteeism. The SART’s duties include:

- Reviewing school-wide attendance data
- Creating incentives to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Connecting students to resources as needed
- Monitoring progress of students

If a student is absent from a class period for more than 15 days during the course of a semester, he/she may not receive credit in that course.

We plan to tailor the school schedule as much as possible to the calendar in Los Angeles Unified School District without compromising our academic program. We want to be respectful of those families who will have children enrolled in other schools within the Los Angeles Unified School District and at Ánimo Ellen Ochoa.

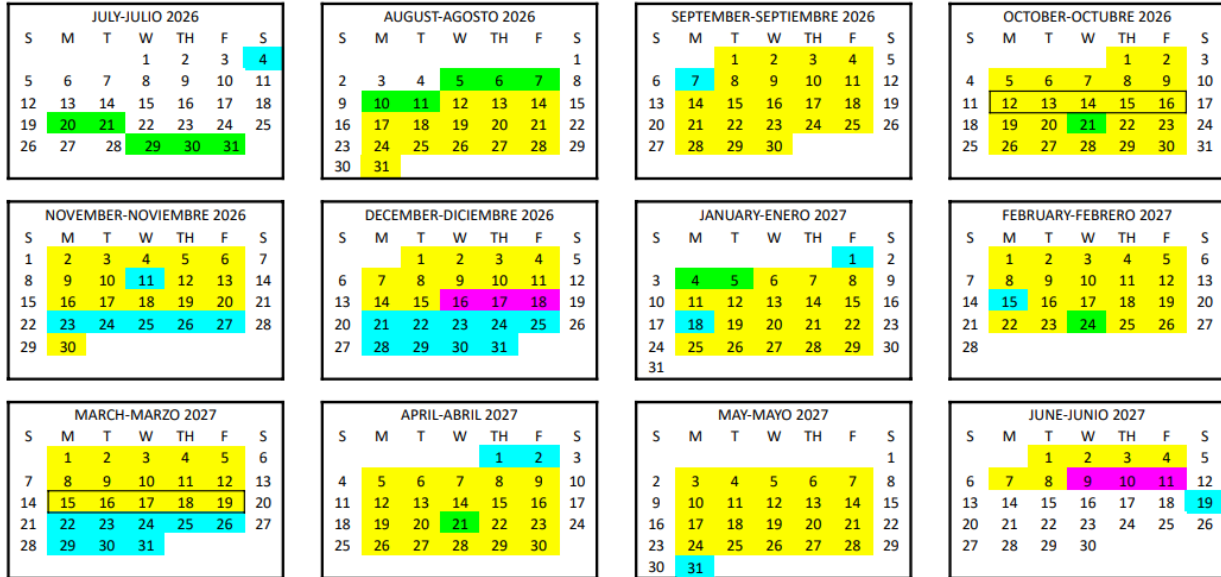
***Ánimo Ellen Ochoa Sample Instructional Days and Minutes Calculator***

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N	165	369	18	248					183	54000	65349	11349
7	Select Y/N	165	369	18	248					183	54000	65349	11349
8	Select Y/N	165	369	18	248					183	54000	65349	11349
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

**Sample Academic Calendar**

The Charter School’s calendar for the 2026-27 school year is below. The first day of school will be Wednesday, August 12, 2026. The last day of instruction is Tuesday, June 8, 2027.

**Green Dot Public Schools California**  
Calendar/Calendario 2026-2027



**2026-27 School Holidays and Important Dates (colors correspond to above calendar)**

Staff Professional Development/Preparación para Maestros Pupil Free Day/Día Sin Estudiantes	
New Teacher Meeting/Preparación para maestros	Jul 20 , Jul 21 , Jul 29 , Jul 30 , Jul 31
Green Dot Day/Preparación para maestros	Oct 21 , Jan 4 , Jan 5 , Feb 24 , Apr 21
Staff Development Days/Días de desarrollo para maestros	Aug 10 , Aug 5 , Aug 6 , Aug 7 , Aug 11
Holidays/Vacaciones	
Labor Day/Día de trabajo	Sep 7
Veteran's Day Holiday/Día de los veteranos	Nov 11
Fall Break	Nov 23 , Nov 24 , Nov 25 , Nov 27
Thanksgiving Holiday/Día de acción de gracias	Nov 26
Winter Break/Vacaciones de invierno	Dec 21 , Dec 22 , Dec 23 , Dec 24 , Dec 25 , Dec 28 , Dec 29 , Dec 30 , Dec 31
New Year Observed	Jan 1
Dr. King's Birthday/Día del Dr. King	Jan 18
Presidents' Day/ Día de los presidentes	Feb 15
Spring Vacation/Vacaciones de primavera	Mar 22 , Mar 23 , Mar 24 , Mar 25 , Mar 26 , Mar 29 , Mar 30 , Mar 31 , Apr 1 , Apr 2
Memorial Day/Día de Conmemoración	May 31
Juneteenth Holiday	Jun 19
4th of July	Jul 4
Minimum Days/Día Corto	
Semester 1 Finals	Dec 16 , Dec 17 , Dec 18
Semester 2 Finals	Jun 9 , Jun 10 , Jun 11
Important Dates/Fechas Importantes	
Quarter 1 Midterms	October 12- 16
Quarter 3 Midterms	March 15 - 19
Back to School Night	

**Sample Bell Schedule (Daily Schedule)**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:05 AM-8:50 AM Advisory	8:05 AM-8:50 AM Advisory	8:05 AM-8:55 AM Period 1	8:05 AM-8:50 AM Advisory	8:05 AM-8:55 AM Period 1
8:50 AM-8:55 AM Pass Period 1	8:50 AM-8:55 AM Pass Period 1	8:55 AM-9:00 AM Pass Period 1	8:50 AM-8:55 AM Pass Period 1	8:55 AM-9:00 AM Pass Period 2
8:55 AM-9:49 AM Period 1	8:55 AM-9:49 AM Period 1	9:00 AM-9:50 AM Period 2	8:55 AM-9:49 AM Period 1	9:00 AM-9:50 AM Period 2
9:49 AM-9:54 AM Pass Period 2	9:49 AM-9:54 AM Pass Period 2	9:50 AM-9:55 AM Pass Period 2	9:49 AM-9:54 AM Pass Period 2	9:50 AM-9:55 AM Pass Period 3
9:54 AM-10:48 AM Period 2	9:54 AM-10:48 AM Period 2	9:55 AM-10:45 AM Period 3	9:54 AM-10:48 AM Period 2	9:55 AM-10:45 AM Period 3
10:48 AM-11:23 AM Lunch	10:48 AM-11:23 AM Lunch	10:45 AM-11:20 AM lunch	10:48 AM-11:23 AM Lunch	10:45 AM-11:20 AM Lunch
11:23 AM-11:28 AM Pass Period	11:23 AM-11:28 AM Pass Period	11:20 AM-11:25 AM Pass Period	11:23 AM-11:28 AM Pass Period	11:20 AM-11:25 AM Pass Period
11:28 AM-12:22 PM Period 3	11:28 AM-12:22 PM Period 3	11:25 AM-12:15 PM Period 4	11:28 AM-12:22 PM Period 3	11:25 AM-12:15 PM Period 4
12:22 PM-12:27 PM Pass period 4	12:22 PM-12:27 PM Pass period 4	12:15 PM-12:20 PM Pass Period 5	12:22 PM-12:27 PM Pass period 4	12:15 PM-12:20 PM Pass Period 5
12:27 PM-1:21 PM Period 4	12:27 PM-1:21 PM Period 4	12:20 PM-1:10 PM Period 5	12:27 PM-1:21 PM Period 4	12:20 PM-1:10 PM Period 5
1:21 PM-1:26 PM Pass Period 5	1:21 PM-1:26 PM Pass Period 5	1:10 PM-1:15 PM Pass Period 6	1:21 PM-1:26 PM Pass Period 5	1:10 PM-1:15 PM Pass Period 6
1:26 PM-2:20 PM Period 5	1:26 PM-2:20 PM Period 5	1:15 PM-2:05 PM Period 6	1:26 PM-2:20 PM Period 5	1:15 PM-2:05 PM Period 6
2:20 PM-2:25 PM Pass Period 6	2:20 PM-2:25 PM Pass Period 6		2:20 PM-2:25 PM Pass Period 6	
2:25 PM-3:19 PM Period 6	2:25 PM-3:19 PM Period 6		2:25 PM-3:19 PM Period 6	

**Sample Minimum Day Schedules**

STEM Competition	SBAC Testing	Voces Unidas Competition	Middle School Collaboration Day	Día de Los Muertos Celebration
8:05 AM-8:58 AM Advisory	8:05 AM-8:58 AM Advisory	8:05 AM-8:48 AM Period 1	8:05 AM-9:00 AM Advisory	8:05 AM-8:48 AM Period 1
8:58 AM-9:03 AM Passing period	8:58 AM-9:03 AM Passing Period	8:48 AM-8:52 AM Passing Period	9:00 AM-9:05 AM Passing Period	8:48 AM-8:52 AM Passing Period
9:03 AM-10:13 AM Period 1/4	9:03 AM-10:13 AM Period 1/4	8:52 AM-9:35 AM Period 2	9:05 AM-12:13 PM Testing Block A	8:52 AM-9:35 AM Period 2
10:13 AM-10:18 AM Passing period	10:13 AM-10:18 AM Passing Period	9:35 AM-9:39 AM Passing Period		9:35 AM-9:39 AM Passing Period
10:18 AM-11:28 AM Period 2/5	10:18 AM-11:28 AM Period 2/5	9:39 AM-10:22 AM Period 3		9:39 AM-10:22 AM Period 3
11:28 AM-11:33 AM Passing period	11:28 AM-11:33 AM Passing Period	10:22 AM-10:26 AM Passing Period		10:22 AM-10:26 AM Passing Period
11:33 AM-12:43 PM Period 3/6	11:33 AM-12:43 PM Period 3/6	10:26 AM-11:09 AM Period 4		10:26 AM-11:09 AM Period 4
		11:09 AM-11:13 AM Passing Period		11:09 AM-11:13 AM Passing Period
		11:13 AM-11:56 AM Period 5		11:13 AM-11:56 AM Period 5
		11:56 AM-12:00 PM Passing Period		11:56 AM-12:00 PM Passing Period
		12:00 PM-12:43 PM Period 6		12:00 PM-12:43 PM Period 6
		Dismissal		

AEO Data Day
8:05 AM-8:43 AM Period 1
8:43 AM-8:47 AM Passing Period
8:47 AM-9:25 AM Period 2
9:25 AM-9:29 AM Passing Period
9:29 AM-10:07 AM Period 3
10:07 AM-10:11 AM Passing Period
10:11 AM-10:49 AM Period 4
10:49 AM-10:53 AM Passing Period
10:53 AM-11:31 AM Period 5
11:31 AM-11:35 AM Passing Period
11:35 AM-12:13 PM Period 6

**Examples of Minimum days:**

- SBAC Testing
- STEM Competition
- Voces Unidos
- Middle School Collaboration
- Dia de Los Muertos Celebration
- AEO Data Day

**Sample Master Schedule**

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

6th Grade Master Schedule					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Eng 6	Conference	Eng 6	Eng 6	Lit Inter/ Elective	Lit Inter/ Elective
Ancient Civ	Ancient Civ	Ancient Civ	Ancient Civ	Ancient Civ	Conference
Math Found/ PLTW	Math Found/ PLTW	Math 6	Math 6	Conference	Math Found/ PLTW
Math 6	Math 6	Math Found/ PLTW	Conference	Math 6	Math Found/ PLTW
Lit Inter/ Elective	Lit Inter/ Elective	Conference	Lit Inter/ Elective	Eng 6	Eng 6
Academic Success	Academic Success	Push -in Support	Co- Teaching	Push - in Support	Conference
Conference	Science 6	Science 6	Science 6	Science 6	Science 6
7th Grade Master Schedule					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Eng 7	Conference	Eng 7	Eng 7	Lit Inter/ Elective	Lit Inter/ Elective
World History	World History	World History	World History	World History	Conference
Math Found/ PLTW	Math Found/ PLTW	Math 7	Math 7	Conference	Math Found/ PLTW
Math 7	Math 7	Math Found/ PLTW	Conference	Math 7	Math Found/ PLTW
Lit Inter/ Elective	Lit Inter/ Elective	Conference	Lit Inter/ Elective	Eng 7	Eng 7
Academic Success	Academic Success	Push -in Support	Co- Teaching	Push - in Support	Conference
Conference	Science 7	Science 7	Science 7	Science 7	Science 7
8th Grade Master Schedule					
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Eng 8	Conference	Eng 8	Eng 8	Lit Inter/ Elective	Lit Inter/ Elective
US History	US History	US History	US History	US History	Conference
Math Found/ PLTW	Math Found/ PLTW	Math 8	Math 8	Conference	Math Found/ PLTW
Math 8	Math 8	Math Found/ PLTW	Conference	Math 8	Math Found/ PLTW
Lit Inter/ Elective	Lit Inter/ Elective	Conference	Lit Inter/ Elective	Eng 8	Eng 8
Academic Success	Academic Success	Push -in Support	Co- Teaching	Push - in Support	Conference
Conference	Science 8	Science 8	Science 8	Science 8	Science 8

**Professional Development**

**Ongoing Professional Development**

Professional development for teachers and school site leaders is a critical component of Green Dot’s school model and program. Reflective practice occurs in an environment where there is collaboration, intellectual preparation, analysis of student data, and thoughtful discussion regarding instructional practices. Incorporated into the daily routine at the Charter School, professional development opportunities will provide teachers time to analyze student data, and share best practices to ensure accountability for school-wide goals. Our professional development is designed to support the implementation of a highly effective curriculum to ensure all students are engaged in rigorous tasks and support teachers with designing learning experiences that are culturally relevant.

**Teacher Professional Development**

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

- **Annual Pre-Service Days/Retreat:** Three to five days of pre-services including a retreat will take place prior to the start of the school year for school staff to plan for the year and receive professional development.
- **Mid-year Retreat:** A full day retreat for school staff to evaluate school-wide data for both instructional and school culture to reflect on and adjust the Charter School's plan for the second semester.
- **Weekly Staff Development:** A late start or early dismissal is provided each week so that a professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the Charter School's annual school improvement plan.
- **Weekly Staff Collaboration:** A late start or early dismissal is provided each week so that a collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and school culture practices.
- **Green Dot-wide Staff Development:** All Green Dot Days are network-wide professional development for content teachers to share best practices.

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

New Teacher Professional Development consists of the specialized trainings outlined below:

- **Summer Training:** New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.
- **Ongoing Professional Development :** New teachers may participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot's College Ready Teaching Framework, and Common Core State Standards at their site or with other new teachers across Green Dot's charter schools. Topics include classroom management, creating a culture of high expectations in the classroom, intellectual preparation, unpacking curriculum and data analysis.
- **Mentorship:** New teachers may be assigned a mentor for informal check-ins. logistical support at the school site and peer observations.

### ***Administrator Professional Development***

For administrators, a comprehensive professional development program is in place, which is facilitated by our team of Area Superintendents. Area Superintendents are responsible for the coaching and development of administrators, providing instructional and school culture support and analyzing data to inform school goals and priorities. Professional Development activities include the following:

- **Coaching:** Area Superintendents provide individualized coaching sessions for each school site administrative team twice a month. These coaching sessions are focused on the supervision of instruction, data analysis and problem solving. Principals receive additional one-on-one coaching weekly to focus on their development and appropriate support of their Assistant Principals. Coaching structures may be modified based on the specific needs of the school needs to include

frequent classroom walkthroughs, observations of professional development and additional management of school operations.

- **Principal Teams Meeting:** Area Superintendents facilitate a Principal Teams Meeting at a selected school each month. During this time, principals analyze a common data set and the host principal shares best practices related to professional development and instruction that informs their data. Principals walk through classrooms to observe these practices and provide the host principal with feedback. These sessions help principals share ideas with regards to the supervision of instruction and the development of school culture and Principals to generate next steps to be taken at their school sites as a result of what they see at the host school. Area Superintendents follows up with each leader that attends the Principal Teams Meeting in their biweekly coaching sessions to reflect upon their participation in the Principal Teams Meeting, lessons learned and applicable next steps for their school site.
- **Instructional Leader PD Sessions:** Based on the belief that principals should spend 95% of their time on site providing instructional leadership and 5% of their time offsite in their own professional learning hosted by Green Dot's Education Team. Instructional Leadership PD is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on improving academic outcomes through data analysis, coaching strategies, curriculum internalization, and collaborative planning. The strategic plan developed by the school administrative team and Area Superintendents is revisited in these sessions as schools progress monitor towards their academic goals. Area Superintendents follow up with each leader in their biweekly coaching sessions to reflect upon their participation and applicable next steps for their school site in the Instructional Leader PD.
- **Summer Retreat:** Two day retreat for all Principals and Assistant Principals to set the focus of the year and build community. The retreat allows school leaders to reflect, evaluate progress and create a shared vision for improvement.

### Teacher Recruitment Strategy

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

Green Dot has a multifaceted recruitment strategy to source high quality new and experienced teachers. We attend job fairs and conferences, advertise nationally and locally and post open positions online. We 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, Cal State Long Beach, and Teach for America. We contact top graduate and education programs in the country and publicize our schools to experienced teachers via multiple social media platforms. We also have different teacher residency and teacher intern program partnerships. Additionally, we have an incentivized referral program where employees may recommend individuals for hiring consideration.

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

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

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

### **School Leader Selection Process**

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions.

The recruiting cycle typically occurs between November and July. The selection process should take an applicant approximately 4 weeks to complete and has six steps: online application screen, video interview, data assignment, panel interview with Area Superintendents, school-site/principal shadow, and school site community panel. The assistant principal hiring process is identical.

### **Classified Staff Selection Process**

Like every other Green Dot school, the Charter School, during its classified staff selection process, will do the following:

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

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

### **Meeting the Needs of All Students**

#### **Standard English Learners**

The Charter School's educational program successfully meets the needs of its diverse student population including standard English Learners. English Learners are referred to as Emergent Bilingual students within the school community because this terminology emphasizes a positive, asset-based approach to language acquisition. A focus on data allows the Charter School to individualize supports for students and provide appropriate intervention and acceleration. Furthermore, the small school model offers additional

support and attention for students with a low student-to adult ratio. For all students including Emergent Bilinguals, the Charter School will aim to create a culturally responsive school that is rigorous and supportive. An Emergent Bilingual student will be supported through all three tiers of the Multi-Tiered System of Supports with Social Emotional, Behavioral and Academic Intervention. They will have the support of an Advisory program to prepare them with the tools and behaviors to succeed in high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resilience/grit, growth mindset, organization, communication, health/nutrition and personal finance.

### **Emergent Bilingual Students**

long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. Parents shall be kept properly informed regarding student identification, placement, program options, teacher qualifications and training, reclassification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each Emergent Bilingual with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. Ánimo Ellen Ochoa will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents.

### ***EL Master Plan***

Green Dot will be implementing its own EL Master Plan. The plan includes a five step process for the identification of Emergent Bilinguals 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.

### **Designated and Integrated ELD for All English Learners**

Emergent Bilingual students at the Charter School are served through a variety of programs designed to meet their needs. All of the Charter School's Emergent Bilingual students are enrolled in both designated ELD and integrated ELD courses. Designated ELD courses and ELD Literacy Intervention courses provide strategic language and literacy development support driven by the CA ELD Standards. Designated courses are aligned with the CA ELD Framework and common Designated ELD Principles, during a designated time within the block period. Designated courses are monitored to ensure ELD instruction is effectively implemented.

EBs also receive Integrated ELD instruction in all other content areas. Integrated instruction includes both a focus on content and CA ELD Standards to support EBs with English language proficiency across content areas. Both Designated and Integrated programs are built into the individual school's master schedule and take place within the school day. The Charter School works with the Green Dot Human Resources and Human Capital Departments to ensure appropriate staffing and authorizations for teachers in these courses.

Designated ELD courses at the Charter School prepares all English Learners for success in English instruction, including English Language Arts. Designated ELD courses offer protected time during the school day to focus on skills in all four strands of language—listening, speaking, reading and writing – which are systematically developed through intentional teacher planning and instruction using the CA ELD Standards and Features of Designated ELD to drive instruction.

The Green Dot Designated Program includes both specific Designated course sections as well as Targeted Designated Supports within Core or Elective courses. English learners have diverse needs, and our EL populations vary in size and type, so several models of designated instruction are offered to ensure the

instructional program meets individual students' needs. All ELs are assigned a Designated Program (course and/or targeted supports) based on their language proficiency and other academic performance data. With the exception of the Newcomer Program, ELD courses do not replace core English classes. Designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELlevation platform.

**Option 1: Designated ELD Course**

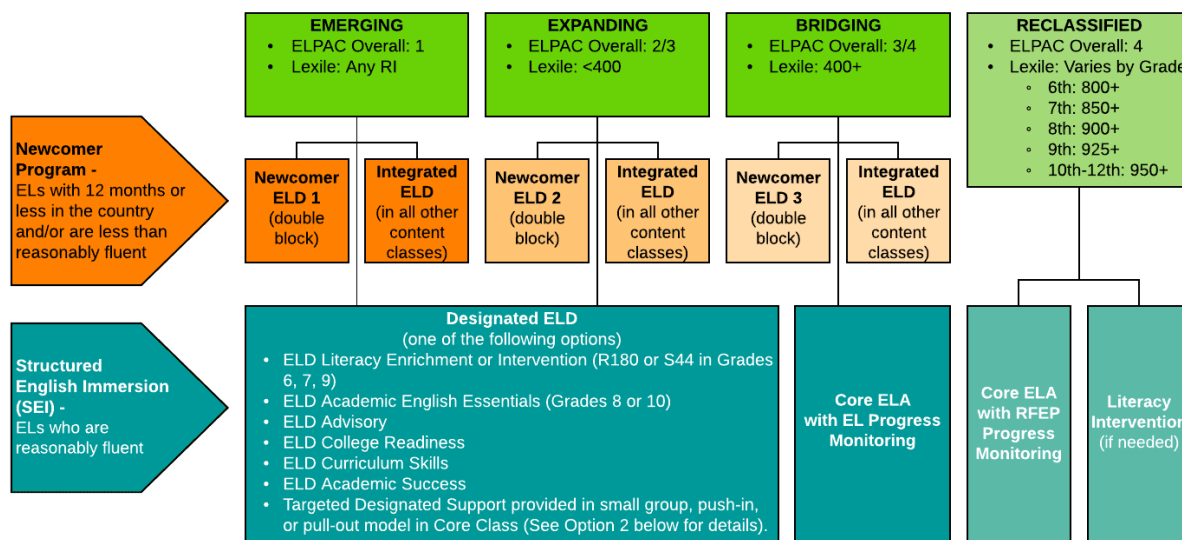
Designated courses focus on intentional language development, guided by the ELD standards and the designated Principles above, along with other literacy needs based on student data.

**Option 2: Targeted Designated Support within a Core or Elective Course.**

Within this approach, ELs will receive designated ELD instruction, guided by the ELD standards and designated principles listed above, during a designated time within the block period. In each case, ELs will have full access and support with the core instruction. Where ELD is included in an ELA or Elective block, the classes are monitored to ensure ELD instruction is effectively implemented.

- **Small group instruction:**
  - o ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period.
- **Push in or Pull out:**
  - o A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by pushing in or pulling out ELs for targeted designated instruction driven by the ELD standards.

**EL Placement Chart**



**Note:** Ideally, all students with fewer than 12 months in the country and minimally developed oral (listening and speaking) and written (reading and writing) English skills should be placed in a Newcomer Program. Schools with too few students to offer a Newcomer ELD program may include ELs in the most appropriate Designated course and ensure that students receive supplemental instruction appropriate to their proficiency level with curriculum such as Imagine Learning.

**Option 1: Designated ELD Courses**

ELs may receive one or a combination of the courses listed below. With the exception of the Newcomer Program, ELD courses do not replace core English classes.

Course Title	Placement Considerations	Instructional Model
<p><b>Newcomer ELD</b></p>	<ul style="list-style-type: none"> <li>● <b>Newcomer ELs ≤ 12 months in the country and/or whose data shows they need intensive EL support</b></li> <li>● Separate sections for ELD 1, 2 and 3 based on ELPAC scores, lexile and portfolio data (see EL Placement Chart above).</li> <li>● Students are enrolled in 2 sections of newcomer ELD* per day in lieu of core ELA and literacy intervention.</li> </ul>	<p>Teachers use a rotation model to ensure students get software time, small group direct instruction, and independent work or reading time each week. Students receive ELD standards driven instruction in every class.</p> <p><i>Curriculum Resources:</i></p> <ul style="list-style-type: none"> <li>● Core: High School: <i>Edge</i> Middle School: <i>Inside ELD</i></li> <li>● Supplemental: <i>Imagine Learning</i></li> </ul>
<p><b>ELD Literacy Enrichment</b></p>	<ul style="list-style-type: none"> <li>● ELs with lexile and language proficiency data that illustrates a combination of reading support and language support is needed.</li> <li>● Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program</li> </ul>	<p>Teachers use a rotation model to ensure students get S44 or R180 software time, small group direct instruction, and independent reading time with books in their lexile range each week. Small group instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation. Students receive ELD standards driven instruction in every class.</p> <p><i>Curriculum Resources:</i></p> <ul style="list-style-type: none"> <li>● Houghton Mifflin Harcourt’s S44 and Read180 Universal curriculum with ELs receiving targeted language support in small group</li> <li>● <i>Imagine Learning</i> software for Newcomers who are not yet ready for S44 or R180 Software</li> </ul>
<p><b>ELD Academic English Essentials</b></p>	<ul style="list-style-type: none"> <li>● ELs with lexile and language proficiency data that illustrates a need for academic language and literacy support</li> <li>● Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program</li> </ul>	<p>This course is driven by instructional routines that build high-utility academic vocabulary. Students engage in speaking, listening and writing incorporating specific language forms and functions for different audiences and purposes. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>● Houghton Mifflin Harcourt’s English 3D curriculum</li> <li>● <i>Imagine Learning</i> software for newcomers</li> </ul>

<p><b>ELD College Readiness</b></p>	<ul style="list-style-type: none"> <li>• ELs who do not need a literacy enrichment course and benefit from more general academic support toward college readiness.</li> <li>• Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program</li> </ul> <p><i>Offered in High School only</i></p>	<p>This course focused on preparing students to prepare for college expectations with a specific focus on the supporting ELs with college readiness. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• <i>AVID</i> or similar program</li> <li>• Imagine Learning software for newcomers</li> </ul>
<p><b>ELD Advisory</b></p>	<ul style="list-style-type: none"> <li>• ELs who do not need a literacy enrichment course and would benefit from more general academic support and/or social-emotional support as an EL.</li> <li>• Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program</li> </ul>	<p>This course provides students with an opportunity to build positive relationships, increase academic resiliency, and develop the whole child. Advisory aims to promote the desired school culture through the College, Leadership and Life Framework. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• <i>Second Step</i> or Similar curriculum</li> <li>• Imagine Learning software for newcomers</li> </ul>
<p><b>ELD Academic Success</b></p>	<ul style="list-style-type: none"> <li>• ELs with IEPs</li> <li>• Newcomer ELs may be placed in this course if the school does not have enough students to offer a Newcomer Program</li> </ul>	<p>This course supports ELs with IEPs by providing academic coaching by a teacher in the areas of organization, reading, writing, math and transition. The teacher provides students with support to progress in the general education curriculum and meet IEP goals by providing differentiated support and individual and group re-teaching. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p>
<p><b>ELD Curriculum Skills</b></p>	<ul style="list-style-type: none"> <li>• ELs who do not need a literacy enrichment course and would benefit from more general academic support.</li> <li>• May include both LTELs and newcomer ELs if the school does not offer newcomer ELs</li> </ul>	<p>Students are provided with a structured, quiet work environment to continue coursework from other classes with the guidance and support of a teacher. ELD Standards driven Instruction is driven by ELD standards, assessed by EL Benchmark Assessments, and monitored through progress monitoring in Ellevation.</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• Course uses grade level content curriculum to provide support to ELs with content courses</li> </ul>

**Option 2: Targeted Designated Support within a Core or Elective Course**

Course Title	Protected Designated Time	Targeted Designated Support
Core ELA	Within this approach, ELs will receive designated ELD instruction, guided by the ELD standards and	Students will acquire English language

<p><b>English Course</b></p> <p><i>Or</i></p> <p><b>Elective Course</b></p>	<p>designated principles, during a protected designated time within the block period. In a core ELA course, ELs will have full access to core instruction. If ELs are pulled out for designated ELD, they will not be removed from whole group instruction. These classes are monitored to ensure ELD instruction is effectively implemented. Protected designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELLevation platform.</p>	<p>proficiency through differentiated instruction and appropriate grouping.</p> <ul style="list-style-type: none"> <li>● <b>Small group instruction:</b> <ul style="list-style-type: none"> <li>○ ELs are grouped by similar proficiency levels and receive targeted designated instruction driven by the ELD standards at a specific time within the block period.</li> </ul> </li> <li>● <b>Protected time</b> <ul style="list-style-type: none"> <li>○ A designated teacher, EL lead, or other qualified teacher is assigned to work with a small group of ELs during the core or elective course period either by having a staff member providing targeted designated instruction driven by the ELD standards. If ELs are pulled out, they will not be removed from whole group instruction.</li> </ul> </li> </ul>
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**Levels of Linguistic Support**

The following chart can be used to support decisions about individual student placement and whether a designated course or targeted designated supports within a core or elective course will be most appropriate.

Level of Linguistic Support	ELPAC	Lexile	
	Overall	Grades 6-8	Grades 9-12
<b>Light</b>	4 Bridging	>900L	>1000L
<b>Moderate</b>	3 Expanding	>850L	>950L
<b>Substantial</b>	≤ 3 Emerging or low expanding	<800L	<900L

*Students who perform in the ELPAC high expanding and bridging range and who have a 1000L or greater may receive their designated instruction within an ELA core class, where the teacher is required to provide ELD and ensure progress toward reclassification.*

All Ánimo Ellen Ochoa English learners receive Integrated ELD support in all content areas – math, science, social studies and electives - throughout the school day so that ELs learn content while also practicing English language skills needed to be successful. All Integrated ELD instruction follows the CA ELD Framework and Essential Features of Integrated ELD to provide rigorous content and language instruction for all ELs. Ánimo Ellen Ochoa uses the EL Master Plan and consults with the Director of Literacy Programs and EL Coordinator on final course offerings and placement of students.

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

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

### ***ELPAC Testing***

All students who indicate that their home language is other than English are ELPAC tested within thirty days of initial enrollment and annually thereafter during the spring ELPAC Summative Window until re-designated as fluent English proficient.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")  
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")  
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans: K, 1, 2, 3–5, 6-8, 9-10, and 11-12. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform. Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing windows are year-round (July 1-June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window begins on February 1st and is completed before the end of the school year. The English language proficiency of all currently enrolled Emergent Bilinguals is assessed by administering the test during the annual assessment window.

The Charter School notifies all parents of ELPAC results within thirty days of receiving results from the publisher. A formal letter will be mailed to all students and, per request, a parent conference will be held to explain and/or clarify any pending questions about testing, courses offered or reclassification.

### ***Strategies for Emergent Bilingual Instruction and Intervention***

The Charter School teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development. Green Dot has invested in ELLevation, a data system to support progress monitoring and targeted intervention for English Learners, Long-Term English Learners and students at risk of becoming Long-Term English Learners.

EL progress monitoring occurs several times a year as a collaboration between designated teachers, the EL lead, the administrator over EL, counselors and grade level teams. Designated teachers use student data to set goals and meet one-on-one with students to assess progress toward their goals three times a year. Students not meeting their goals will receive targeted or intensive interventions through support from the grade level team, the administrator over EL, the EL lead and/or counselor as needed. The same process will occur for students who are reclassified fluent English proficient (RFEP) for four years after reclassification. Teachers use student data to set goals and meet one-on-one with students to assess progress toward their goals two times a year.

All teachers teaching a Designated ELD class are provided with Designated PD focused on creating language objectives, designing explicit language instruction, using Emergent Bilingual student data when planning instruction, the Green Dot Designated ELD principles and use the CA ELD Standards in conjunction with content standards to drive instruction. Professional development guides teachers in the use of ELPAC data to differentiate instruction based on the student's levels of language proficiency. Strategies include frequent Academic Discourse routines and structures and explicit language instruction in order to ensure Emergent Bilingual students stay in the apprenticeship zone with high challenge and high support. The ELA/ELD framework supports teachers to build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.<sup>21</sup> All teachers will have a CLAD certification or a California Commission on Teacher Credentialing recognized equivalent.

### **Sample Designated Course Options:**

These courses for English language acquisition will be offered within the school day. Administrators will collaborate with teachers and counselors using student data to build a master schedule that meets the needs of students at all English Learner levels. Courses will be taught by a credentialed teacher and may include the following:

- Newcomer ELD
- Designated Read 180
- Academic English Essentials (English 3D)

In order to ensure that students make adequate progress toward mastery of ELD standards, teachers will receive coaching from literacy specialists and/or ELD coordinators focused on the following Designated ELD instructional principles:

- Intellectually challenging texts
- Differentiated scaffolding
- Language focus that amplifies content learning

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<sup>21</sup> California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

- Specifically teaching language acquisition
- Engage in academic discourse for a variety of purposes
- Facilitate interactive and engaging learning
- Students receive timely feedback on speaking and writing to develop skills
- Extended opportunities to practice in all four language domains

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

Guidelines for Reclassification

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

- 1) Earn an overall score of 4 on the ELPAC
- 2) Grade appropriate RIT Score (see chart)
- 3) Teacher approval and/or earn a grade of C or higher in most recent English course
- 4) Parent or guardian must approve in writing, face-to-face meeting, or phone call

1. ELPAC Proficiency	2. Minimum RIT Range	3. Teacher Recommendation	4. Parent Consultation
Overall ELPAC proficiency of Level 4.	<p><b>Language proficient MAP RIT range</b>  <i>automatically qualifies for reclass:</i>                      6<sup>th</sup> 208+                      7<sup>th</sup> 210+                      8<sup>th</sup> 211+</p>	Teacher completes an evaluation form to confirm that the student’s language proficiency demonstrates readiness for reclassification.	Yes
	<p><b>Low MAP RIT range</b>  <i>requires teacher override to reclass:</i>                      6<sup>th</sup> 203-207                      7<sup>th</sup>: 203-209                      8<sup>th</sup> 203-210</p>	Teacher completes an evaluation form to provide evidence for why a student’s RI is not reflective of the student’s English language proficiency.	Yes

- 5) Reclassify Students as Fluent English Proficient.
  - o Place dated reclassification form signed by the EL Administrator in the student’s cumulative file.
  - o Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.
  
- 6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
  - o After fall ELPAC data is published
  - o After spring ELPAC data is published
  
- 7) Monitor the academic progress of RFEP students for four years.
  - o If a student scores Below Basic or Far Below Basic on SBAC, a Tier 1, 2, or 3 intervention is initiated as appropriate.
  - o Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
  - o If a student is failing core academic classes, MTSS monitoring will be triggered.

**LTEL Reclassification Process for Students with an IEP**

If a student has an Individualized Education Program, and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or addendum meeting following the District procedures for reclassifying students with disabilities. English Learners who have IEPs may be eligible for Reclassification based on progress towards their ELD goals or through comparisons on assessments (RI, SBAC, Classroom) compared to their peers who have similar disabilities but are not designated as English Learners. The special education provider, along with the IEP team, will review all data relevant to this decision and will make a recommendation during the annual IEP meeting.

Special education providers will utilize the process below to determine if a Long-Term English Learner with an IEP is eligible for reclassification.

**EL Progress Monitoring Process**

- 1) Teachers assign a Progress Monitoring Form
- 2) Teachers make a recommendation for next steps, which may include:
  - a. Continue existing interventions
  - b. New or targeted interventions
  - c. Grade Level Team/Counselor interventions
  - d. Other
- 3) Based on recommendation, next steps may include:
  - a. Individual meeting with counselor/teacher
  - b. Grade level team meeting
  - c. Parent conference
  - d. Other

**RFEP Progress Monitoring Process**

- 1) Teachers receive an Exited RFEP Progress Monitoring Form
- 2) Teachers make a recommendation for next steps, which may include:
  - a. Continue existing interventions
  - b. New or targeted interventions
  - c. Grade Level Team/Counselor interventions

- d. Other
- 3) Based on recommendation, next steps may include:
  - a. Individual meeting with counselor/teacher
  - b. Grade level team meeting
  - c. Parent conference
  - d. Other

### **Evaluating the Effectiveness of EL Program and Supports**

Green Dot Public Schools uses the following metrics to evaluate the efficacy of our designated and integrated instructional programs:

- Lexile
- SBAC Data
- i-Ready Scale Score Data
- Attendance
- Newcomer ELD Program exit rates
- Reclassification rates

Any significant performance gaps between ELs and non ELs across designated and integrated courses are used to inform programmatic and instructional decisions. As a result, the ELD Team designs EL-specific professional development for all schools to support integrated teachers in teaching ELD standards and incorporating explicit language instruction. These professional development series are new each year and are responsive to the needs of our ELs and the results of instructional walkthroughs. Each school focuses on the following areas:

- ELD Standards and Language Criteria for Success
- ELPAC Testing and Reclassification
- Progress Monitoring of ELs, LTELs and RFEPs
- Programming and Placement
- DELAC and Parent Engagement
- Affirming EL Identity & Promoting Bilingualism
- Coordination of ELD Leadership and Compliance Folders

Multiple stakeholders have opportunities to evaluate and give feedback on the efficacy of EL Programs. During DELAC meetings, parents review and evaluate EL achievement data and give feedback on EL Program options and supports. Teachers engage in progress monitoring of ELs as a way to track both programs and classroom-based interventions and to collaborate with additional stakeholders when classroom interventions are not sufficient.

### **Gifted and Talented (“GATE”) Students and Students Achieving Above Grade Level**

The curriculum at the Charter School will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, nationally-normed assessments such as NWEA-MAP and i-Ready, teacher assessments and grades, and interim assessment data. This data is monitored throughout the year to assess students’ performance and inform future placement in courses, and dual enrollment classes. Throughout their middle school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

- Differentiated instruction in the classroom
- Enrichment electives (e.g., technology, drama, student leadership)
- Dual Enrollment Courses: The principal or a designee will be the onsite contact person for information regarding programming for students achieving above grade level. It is the

responsibility of the principal to ensure that students identified as achieving above grade level are receiving the appropriate instruction.

The principal or a designee will be the onsite contact person for information regarding programming for students achieving above grade level. It is the responsibility of the principal to ensure that students identified as achieving above grade level are receiving the appropriate instruction.

## **Students Achieving Below Grade Level**

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

The Charter School is committed to serving academically low achieving students. As with other Green Dot schools, the Charter School expects that many (if not the majority) of its students may be classified as not yet meeting standard. As such, the Charter School's curriculum and program is adapted to improve performance for traditionally low-achieving students. The Charter School has a simple, but specific goal to ensure that all students are prepared for success in college, leadership and life. Administrators, teachers and counselors monitor students' data and provide tailored supports to ensure students are on track to meet their goals. For more information on these goals, please see the section titled "Measurable Student Outcomes" and the Schoolwide Learner Outcomes listed in this charter petition. The Charter School ensures that all students identified as not yet meeting standard have equal access to a rigorous, college-preparatory education through the following means (also see the section for "Academic Support and Intervention"):

- The Charter School will assess all students after enrollment in the Summer Bridge Program to determine learning strengths and weaknesses, as well as overall proficiency in core subjects. Tests used may include the NWEA MAP assessment and Green Dot math diagnostics.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and System 44, which are standards-aligned computer-based programs for reading and math respectively.
- Students not yet meeting standard may also be provided remediation during the Summer Bridge program, Advisory, Literacy Enrichment/Intervention, Math Foundations, and/or Special Needs/Academic Success.

## **Socio-Economically Disadvantaged/Low Income Students**

### **Socio-Economically Disadvantaged Students**

According to 2024-25 CDE data, 98% of the school's students are socio-economically disadvantaged. The Charter School's academic program is inherently formulated to address both the academic and social-emotional needs of students. Administrators, teachers, and counselors monitor student data and provide universal, additional, and intensified supports to ensure students are on track to meet their goals. Specific intervention and enrichment programs include:

- **Summer Bridge:** Summer Bridge is a recommended two-week summer program for incoming 6th grade students that acclimates students to the Charter School's culture of middle school, high expectations and the development of a trusting community. The Summer Bridge program is an opportunity to learn about students' individual learning needs through a variety of assessments that will provide data for future placement in courses and adjustments in the master schedule. All students will be assessed to identify opportunities for growth towards meeting standards non-proficiency in standards and socio-emotional supports that might be necessary. In addition, students who have been identified as English learners or students with disabilities special needs may have additional assessments to assess their learning levels and whether further intervention may be appropriate. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students engage in

culture-building exercises that promote a positive community of trust and respect. The Summer Bridge program allows the Charter School the opportunity to begin to assess student social and personal needs through collaboration in the classroom and small group instruction. Students may also participate in education field trips in the Summer Bridge program. Students enrolled in the summer bridge program have been identified through the approved enrollment process.

Transcripts, grades or proof of matriculation is not a requirement of that process.

- **Literacy Intervention/Enrichment:** Literacy Intervention/Enrichment is a standards-aligned program provided to students who need additional support to meet grade level standards in reading. Typically, this course is given to students through an elective class.
- **Math Foundations:** Students who are not yet meeting standard in Math will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as receive remediation strategies to strengthen skills through small group instruction and individualized blended learning.
- **Electives Courses:** Students at or above grade level may have the opportunity for additional electives throughout the years at the Charter School. These courses may include additional exposure to the Arts, Drama, and PLTW curriculum.
- **Social-Emotional Learning in Advisory:** Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance, and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as a support network for their personal and social-emotional development.

### Students in Other Student Groups

The Charter School is deeply committed to serving the unique needs of all students, including Foster Youth and students experiencing homelessness. Through a holistic, data-driven, and equity-focused educational program, the school ensures these students receive the academic, social-emotional, and behavioral support needed to thrive. The Charter School's educational model is rooted in data-informed decision-making. All student data is disaggregated by subgroup, including Foster Youth and students experiencing homelessness, and is reviewed regularly by site leadership and the Green Dot Home Office. This ongoing analysis informs the development of targeted interventions, accelerations, and supports that address both academic and non-academic barriers. The school's small-school model allows for a low student-to-adult ratio, enabling strong relationships, early identification of need, and individualized student support.

### **Foster Youth**

For Foster Youth, the Charter School offers a rigorous yet supportive learning environment that acknowledges and adapts to the complexities of each student's personal and academic experience. The school provides wraparound services including small group and one-on-one counseling, trauma-informed practices, and referrals to outside agencies for additional support. Foster Youth have access to all three tiers of the school's Multi-Tiered System of Supports, which integrates social-emotional learning, behavioral support, and academic interventions to provide comprehensive, whole-child care.

Through the Charter School's Advisory Program, Foster Youth are equipped with the skills and behaviors necessary for success in high school, college, leadership, and life. Topics include academic preparedness, college and career awareness, peer relationship development, communication skills, resilience, growth mindset, health and wellness, and personal finance. This program, in conjunction with strong adult mentorship and support from counselors, empowers students with both the mindset and tools needed to navigate their academic journey and beyond.

### **Students Experiencing Homelessness**

Students experiencing homelessness are supported in accordance with the federal McKinney-Vento Homeless Assistance Act. Homeless status is determined in collaboration with parents or guardians, or by the McKinney-Vento Liaison for unaccompanied youth. The McKinney-Vento Liaison ensures that students are identified through the school's housing questionnaire and coordination with community agencies. Once identified, students are provided full and equal opportunity to enroll and succeed at the Charter School.

Green Dot and the Charter School ensure the immediate enrollment of students experiencing homelessness—even in the absence of academic records, health records, immunization documents, or proof of residency—and provide transportation assistance to remove barriers to consistent school attendance, especially when the Charter School is the student's school of origin. Students may remain at their school of origin for the duration of their homelessness, through the end of the academic year. Students are granted equal access to extracurricular programs and may not be charged any family fees for After-School Education and Safety programs.

Additional services provided to students experiencing homelessness include referrals to health, dental, mental health, and housing services and other educational programs for which they are eligible. Annual professional development is provided to all school staff on the identification and support of students who may be experiencing homelessness. Staff are also trained to recognize early signs of housing instability or hardship and are informed of the services offered by the McKinney-Vento Liaison.

### **Enrollment, Communication, and Legal Compliance**

Green Dot has developed comprehensive enrollment policies that protect the rights of Foster Youth and students experiencing homelessness. Enrollment disputes are mediated in compliance with federal and state law, with the student remaining enrolled during the resolution process. Parents, guardians, and unaccompanied youth are provided with written notice of educational rights at enrollment and at least twice yearly, in a manner that is accessible and in the home language when needed.

Green Dot ensures that all policies related to homeless education and foster youth are reviewed and updated at least every three years, using best practices and guidance from the CDE. Resources from CDE's homeless education technical assistance center are used to inform training, policy updates, and implementation. Annual housing questionnaires are administered and submitted to the CDE to support accurate data collection and continued compliance.

### **Dissemination of Practice**

Green Dot and the Charter School are committed to collaborating closely with LAUSD and other schools in order to share promising practices and learn from each other. The Charter School will share practices with LAUSD in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and accelerating outcomes among students of various backgrounds.

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

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



**Element 2: Measurable Pupil Outcomes**

**Element 3: Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

The charter school shall "meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

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

**Measurable Goals of the Educational Program**

**Measurable Student Outcomes (The extent to which all pupils demonstrate attainment of the skills, knowledge, and attitudes specified as goals in the school's educational program)**

These goals are the same as those described in Element 1 in accordance with Ed. Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

The Charter School is using the same model as Green Dot's other charter schools, all of which aim to outperform comparable public schools on key performance metrics, including CAASPP performance and performance on the California Department of Education Dashboard. Green Dot expects the Charter School to perform at similar levels as other Green Dot schools. As described previously, the Charter School expects to graduate students who will be prepared for college, leadership and life.

The Charter School students will be:

Ánimo graduates will be Socially Responsible Citizens who:

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

Ánimo graduates will be Effective Communicators who:

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

Ánimo graduates will be Academic Achievers who:

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

Ánimo graduates will be Critical Thinkers who:

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

Ánimo graduates will be Life-long Learners who:

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which

include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (“LCAP”) or LCAP update, as appropriate, to the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e). The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Refer to “Element 1: The Educational Program” for goals related to the Eight State Priorities as identified in Education Code 52060(d) and the actions the Charter School will take to achieve these goals. The Charter School shall adopt any templates required by the State Board of Education in developing its LCAP.

## Measurable Pupil Outcomes: Summative Assessment Performance Targets

Aligned with its firm belief in accountability, Green Dot schools have rigorous assessment and goal-setting programs to measure students' progress towards meeting standard and ensure that each student is making progress toward meeting their academic potential. Students are assessed regularly from the time they enter the school through promotion/graduation and teachers monitor their progress closely. The following assessments are currently used at Green Dot's existing schools:

- **Placement exams:** All incoming enrolled students are given placement exams in order to assess proficiency levels in math and reading. Placement exams may be administered during an orientation day in the spring, summer bridge or shortly after a student enrolls for those who do not participate in summer bridge. Comparable tests are given at mid-year and at the end of the year to measure progress. The ELPAC Initial Assessment is administered within the first 30 days of enrollment to any student who speaks a language other than English to determine English language proficiency. The ELPAC Summative Assessment is administered in the spring to all students classified as English learners until students are designated English fluent and reclassified.
- **State-Required Standardized Tests:** All state-required tests are given and analyzed closely. Incoming student data is gathered after enrollment so that data can inform instructional practice.
- **Green Dot Interim Assessment Program:** Green Dot schools will use interim assessments to assess student mastery of standards. Curriculum-embedded assessments given to all students allow for the calibration of teaching practices across the school through data analysis.
- **Green Dot Academic Universal Screeners:** Students in all grades will be given the NWEA MAP to measure RIT growth three times per year. The iReady assessment will be given to all students to measure Quantile growth three times per year. These metrics will monitor student and cohort level growth. Each fall, English Learner students will also take assessments based on the ELPAC tasks, in Designated ELD courses to measure English Learner student progress to determine appropriate supports. English Learners will also take a mock ELPAC exam early in the school year. The data from the mock exam will be analyzed by teachers during designated pullout days to guide teacher planning.
- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes for ongoing assessment of progress towards mastery of standards.

These assessments will be used to evaluate student progress and modify instruction for both individuals and groups of students. Data analysis will be supported by the school site administrative team and Green Dot Education Team (Area Superintendent and Curriculum Specialists).

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

The Charter School established targets for ELA and Math on the Smarter Balanced Assessment Consortium Common Core assessment from baseline data received from the 2023-24 administration of the test. LCAP goals and targets may be adjusted based on the school's annual update and reflection on prior year academic achievement. The Charter School will strive to achieve targets and expects to be held to the same accountability standards as District schools.

The Charter School administers the California Science Test, which measures students' knowledge and understanding of science concepts and their ability to apply them in real-world situations, aligning with the California Next Generation Science Standards. The Charter School assesses students' skills in science and engineering practices, disciplinary core ideas, and crosscutting concepts.

### Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

All students will be held accountable to the State Standards and supported to reach the Green Dot objectives for performance. The Charter School will use curriculum embedded interim assessments aligned to standards to benchmark student progress in core areas including English, Math, and Science. The Education Team provides pacing guides, assessments, data reports, and analysis of student scores. Student data will be analyzed by subgroup to monitor the achievement of Black students, English Learners, and Special Education students. The school will monitor subgroup data after each assessment and provide appropriate additional support for students as needed. The goals of the educational program are listed below:

- Provide the ability for schools to track individual student progress
- Create common assessment tools across the organization that allow teachers to use common data to inform instruction
- Create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization
- Provide multiple opportunities for students to master standards in a format aligned to required state assessments.

### Other Performance Targets

#### Assessment Tools

Subject Area	Aligned State Standards	Assessment	Time(s) Given
English Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	MAP * (formative and summative)	Summer Bridge & 3 times per year
		Green Dot Interim Assessment (quarter)	Quarterly
		Curriculum-embedded/ Teacher Created	Throughout the school year
		ELA SBAC (summative)	Spring
English Language Development	- Students will gain increasing control of the ability to understand, speak, read and write in English	Home Language Survey (formative)	Summer Bridge or at time of enrollment
		ELPAC Initial (formative)	Summer Bridge or within 30 days of first US school enrollment
		ELPAC Summative	Spring
History/Social Science	- Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view	Green Dot Common Assessment (quarter)	Quarterly
		Curriculum - embedded/ Teacher Created	Throughout school year
Mathematics	- Students will demonstrate an understanding of mathematical	Green Dot Math Diagnostic (formative)	Summer Bridge

	concepts, procedural skills and problem - solving abilities. - Students will use critical thinking, reasoning, and real - world application to demonstrate fluency, number, sense, algebra, geometry and data analysis.	i-Ready Assessment (formative and summative)	3 times per year
		Green Dot Interim Assessment (quarter)	Quarterly
		Curriculum - embedded/ /Teacher Created (formative)	Throughout school year
		Math SBAC (summative)	Spring
Science	- Students will demonstrate through investigation and experimentation, an understanding of the core ideas in physical life, and earth sciences with scientific practices and crosscutting concepts. - Students will apply, explore, investigate and apply scientific principles to real-world problems, fostering critical thinking and an understanding of how science impacts society.	Green Dot Interim Assessment (quarter)	Quarterly
		Curriculum - embedded/ Teacher Created Tests (formative)	Throughout school year
		California Science Test (summative)	Spring
Physical Education	- Students will demonstrate fitness levels in core areas to assess personal fitness and establish goals for lifetime habits of regular physical activity	Physical Fitness Test	Spring

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

The Charter School agrees to the following:

- Frequently assess student learning to support progress towards mastery of standards by:
  - Administering interim assessments.
  - Facilitating collaboration for teachers to share reflections on their data and collaborate on next steps for unit planning at their school site or a Green Dot wide professional development session.
  - Developing a plan for sharing interim data with students.
  - Developing a plan for sharing universal screener data with parents.
  - Monitoring the implementation of next steps devised by teachers after assessment is received and monitoring student growth.

### **Data Analysis and Reporting**

The achievement of the Charter School will be measured in both growth and absolute measures and will be compared to the achievement of the State as well as District Resident schools that are similar in

demographics and other characteristics (e.g., proximity to school, incoming student performance). Additionally, the Charter School will analyze the school's academic performance by using publicly available data to compare the academic achievement of its students to the academic achievement of comparison District schools, and ensure that the Charter School is also serving similar demographic characteristics as LAUSD neighborhood schools. The school will monitor the California Department of Education's California School Dashboard as information becomes available regarding measurable outcomes for all indicators. The Charter School will also evaluate itself based on the criteria used in law and by the Charter Schools Division.

### ***Role of Data to Monitor and Improve the Academic Program***

Rigorous assessments that are aligned to State Standards will be provided to all Charter School students. Teachers will be trained to use intellectual preparation to internalize adopted curriculum for each instructional unit. This includes reviewing all materials, developing rigorous questions to prompt students to extend their thinking, analyzing student data to anticipate misconceptions and/ or gaps in prior knowledge and creating a mastery response for unit assessments. By adhering to this model, the Charter School will ensure that student grades measure the level of student mastery of the standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching and create multiple opportunities for students to demonstrate mastery of standard. Teachers will meet at least once a semester to examine student work using protocols to assess student levels of proficiency with regards to standards. Teachers will use student performance on weekly and quarterly assessments to guide their planning and instruction.

The Charter School will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 6<sup>th</sup> graders take placement exams (one in reading, and one in math) during the summer. The reading test is the NWEA MAP Reading Growth Test and this test determines a student's RIT level so that the Charter School can determine which students need additional reading intervention, which are at grade level and which students might benefit from accelerated learning supports. The Green Dot Math Summer Placement Test is used to determine initial placement based on mastery of prerequisite content for 6th Grade Math and this placement is then verified with the i-Ready Diagnostic at the start of the school year. Students who score more than 1 year below their current grade-level proficiency on these assessments may be placed in a Math Foundations course. Additional measures are used to confirm student placement including standardized tests, grades, parent and/or student preference, and internal assessment data. These measures provide a guideline for administrators, counselors and teachers to determine placement.

The Charter School staff will also use data from state assessments, diagnostic assessment (e.g. NWEA MAP and i-Ready) and classroom assessments on a regular basis to inform instruction and student placement. The Charter School will use all of these indicators to monitor student growth and school progress. Teacher recommendations of student performance the prior year may contribute to the placement of students. Should a parent or student question their academic placement in a course, a parent conference will be held to review applicable data with an administrator, counselor and/or teacher.

The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as reflection on equitable grading practices. Administrators may provide professional development for the whole school or individual departments on grading for equity practice based on

needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

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

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

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

- ***PLAN: Setting measurable standards and goals:*** Staff has identified what students should know (content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, internalization of curriculum, developing exit outcomes and culmination standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
- ***DO: Linking standards to curriculum and assessment:*** Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards in every instructional unit.
- ***STUDY: Measuring student performance and monitoring progress toward goals:*** Progress is objectively measured by the annual statewide assessments for each grade. Classroom teachers may also measure achievement using the interim benchmark assessments and classroom performance assessments. Progress is communicated to parents on a regular basis. Progress reports are issued quarterly and parents have daily access to student grades on PowerSchool.
- ***ACT: Using the data to identify strengths and areas of improvement:*** Staff will set baseline expectations for incoming students (e.g., information from previous assessments), recommend additional support if needed, administer all assessments, including school, district, and state-required testing (e.g., state-required tests, proficiency tests), develop evaluative comparisons with similar populations using disaggregated data, set priorities for professional development, and assist with the allocation of resources.

In addition, the Charter School will measure progress in Tableau reports developed by Green Dot in order to measure the performance of all stakeholders in the school. Communication of these outcomes will include student self-reflection activities integrated into classroom instruction post-assessment. Teacher reflection and analysis of data in professional development will be integrated into the year-long professional development calendar. Communication to parents may be in large group settings such as parent workshops or open forums. Individual communication to parents will come in the form of progress reports, grade reports, parent conferences and school letters.

**Matrix of Evidence to Improve Pupil Learning**

	<b>Measure</b>	<b>Analyze</b>	<b>Develop Action Plan and Set Goals</b>
Students	<ul style="list-style-type: none"> <li>● State Tests</li> <li>● Classroom Assessments Grades</li> <li>● Attendance</li> <li>● Retention Rate<sup>22</sup></li> <li>● Disciplinary Actions</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with similar schools and to all California schools</li> <li>● Identify root causes of performance increases or decreases in each area</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for next academic year</li> <li>● Improvement required annually</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>● Teacher Performance Evaluations</li> <li>● Student Performance in Individual Classes</li> <li>● Teacher Satisfaction Surveys from Students</li> <li>● Teacher Retention</li> </ul>	<ul style="list-style-type: none"> <li>● Identify strengths &amp; opportunity areas for each teacher</li> <li>● Compare with prior year data</li> <li>● Analyze “life cycle of teachers” to identify breakdowns (recruiting, staff development, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for next academic year</li> </ul>
Parents	<ul style="list-style-type: none"> <li>● Attendance at School Parent Meetings</li> <li>● Opportunities to engage in students’ learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with previous years and across Green Dot</li> <li>● Identify internal and external forces affecting performance</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for next academic year</li> </ul>
Principal / Admin.	<ul style="list-style-type: none"> <li>● Student Performance</li> <li>● Student Satisfaction</li> <li>● Teacher Performance</li> <li>● Teacher Satisfaction</li> <li>● Fiscal Management</li> <li>● Parent Satisfaction</li> <li>● Area Superintendent Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with previous years, across Green Dot &amp; similar schools</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets for next academic year</li> </ul>
Green Dot Management	<ul style="list-style-type: none"> <li>● Academic Performance at Individual Schools</li> <li>● Staff Performance and Retention</li> <li>● Organizational Culture</li> <li>● Operations and Fiscal Management</li> </ul>	<ul style="list-style-type: none"> <li>● Compare with previous years and targets set by Board</li> </ul>	<ul style="list-style-type: none"> <li>● Create plan for improvement in low performing areas</li> <li>● Set targets with Board for next academic year</li> </ul>

**Identification of Who Will be Accountable for Student Progress**

Green Dot’s governing board will hold the principal of the Charter School ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Charter School staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at the Charter School will be based upon constant reflection and improvement.

The Areas Superintendent, supported by Green Dot’s Education Team conducts annual reviews with each school where academic and cultural outcomes are assessed and a strategic plan is put in place to ensure

<sup>22</sup> Retention rate is defined as year over year cohort retention of students, or how many students are electing to return each year.

targets will be met. Green Dot uses student performance data as a cornerstone of its management of its schools and provides extensive development to school leadership and staff so that each school will consistently improve and surpass the goals outlined within its charter petition. The annual program review includes an analysis of relevant data related to the Green Dot model, CA Dashboard and the school's LCAP and WASC plans. Specific cultural outcomes include an analysis of stakeholder data including teacher and counselor surveys, student surveys, and parent / family surveys. An analysis of staff stability, student discipline and safety data, attendance, and teacher effectiveness provide an overall assessment of both student and staff culture.

### **Grading, Progress Reporting and Promotion/Retention**

The Charter School is committed to providing a standards-based education for each of its students, and leveraging resources to provide academic intervention to support achievement at or beyond proficiency for all students.

#### ***Grading***

Green Dot believes that best grading practices, supported by current research, consistent across grade levels, content areas and schools, will support our students in achieving equitable academic outcomes. Our grading policy is built to provide students and families with clear and meaningful feedback on the degree to which students have mastered academic skills and learning targets using a common language. Green Dot believes that teachers are best positioned to evaluate student mastery of the content, skills and knowledge of a course.

#### **Grading Scale and Criteria**

The following four-point scale shall be used for grading all student work and determining course grades.

Teachers will provide clarity and transparency around expectations for work to align to the descriptors in the table below. A rubric or other clear set of success criteria should be provided. The Quality of Work column is meant to guide teachers in scoring student work. The Student Performance column is meant to help students understand their progress toward mastery of the content.

Descriptor	Gradebook Score	Quality of Work	Student Performance
Mastery of Standards	4	Student work demonstrates mastery of the standard and meets all the criteria for success of assessment. Work could be used as an exemplar.	I understand all the simple and complex ideas and all concepts I learned for the class. I can apply skills and knowledge as described by the standards.
Approaching Mastery of Standards	3	Work meets most criteria for success on assessment.  OR  Student work demonstrates an understanding of the majority of the standard. May contain some minor errors or miss some elements of the assignment.	I understand all the simple ideas and concepts and the majority of the complex ideas and concepts of the standards I learned for the class. I can apply skills and knowledge as described by the standards with minor exceptions or small errors.
Developing Understanding of Standards	2	Work shows progress towards meeting criteria for success of the assessment with some significant gaps still present.  OR  Student work shows evidence of approaching understanding of the standard. Multiple errors are present.	I understand most of the simple ideas and concepts I learned in class but do not fully understand complex ideas or concepts yet.
Not Yet Meeting Standards	1	Work does not yet meet criteria for success of the assessment.  OR  Student work shows little understanding of the skills and content related to the standard. Student work shows multiple significant errors or is on topic but not addressing specific assessment prompts.	I understand some of the simple ideas and concepts of the standards learned for the class but do not show full understanding of all the simple or complex ideas or concepts yet.
No Evidence of Mastery	0	The assignment or assessment is missing  OR  The work turned in shows no understanding of the skills and content related to the standard.	I have not completed any part of the assignment or assessment.  I do not understand yet any of the simple ideas and concepts learned in class.

Teachers may wish to provide students a rubric describing each level of mastery on an assessment. Teachers may create their own scale for individual assessments to determine what constitutes a 0, 1, 2, 3, and 4 on individual assessments based on the descriptions above.

#### Assignment Types, Category Weights, and Grade Calculation Options

1. All student work shall fall into one of two categories: Assessment and Classwork & Practice. See the table below for details on weighting and assignment types.
2. PowerSchool grade books will be pre-set and must retain the following category weights:
  - Assessment: (95%)
  - Classwork and Practice (5%): Entering assignments in this category is optional in all courses except advisory. When no assignments are entered in this category PowerSchool will calculate 100% of the course grade using the assessment category by default.
  - Advisory: teachers will enter grades into Classwork and Practice only.
    - Powerschool will calculate 100% of the course grade based on this category automatically.

Category	Definition	Assignment Type and Examples	Weight
<p><b>Assessment</b></p>	<p>Any independent work the student that demonstrates progress toward mastery of the skills and knowledge described in each <u>course</u> standard.</p> <p>An assessment grade must not incorporate an evaluation of behavior such as effort or participation.</p>	<p><b>Lesson Level Assessments</b></p> <ul style="list-style-type: none"> <li>Exit Slips that demonstrate progress toward mastery of the standard.</li> <li>Independent Practice                             <ul style="list-style-type: none"> <li>Student work from Nearpod, Jamboard, Google Doc etc.</li> </ul> </li> </ul> <p><b>Quiz or Mid-Unit Assessment or Draft</b></p> <ul style="list-style-type: none"> <li>Draft of process writing</li> <li>Portion or draft of a project</li> <li>Mid-Unit test</li> </ul> <p><b>End of Unit Assessments</b></p> <ul style="list-style-type: none"> <li>Final draft of process writing</li> <li>End of Unit Test, Mid-Term, or Final Exam</li> <li>Final Project or Presentation</li> <li>Each portion of a multi-standard assessment</li> </ul>	<p>95%</p>
<p><b>Classwork and Practice</b></p> <p>Note that using this category is optional.</p> <p>Teachers may provide feedback on this category of work without <u>entering in</u> the gradebook.</p>	<p>An in-class or in-session processing or practice opportunity.</p> <p>Homework</p> <p>Work completed in collaboration with others</p> <p>Reflects <u>student</u> engagement in course content, but may not <u>be</u> reflective of individual mastery.</p>	<p>(TWDR, Socratic Seminar, Nearpod activities, <del>etc</del>)</p> <p>Guided Practice: any work done in class with support from classmates or adults. Does not yield information on independent mastery.</p>	<p>5%</p>

Universal Assessments and Benchmark Assessments:

- Benchmarks assessments measure course content and skills at the end of a unit of instruction or quarter. These should be entered in the gradebook in the assessment category.
- Universal Assessments are diagnostic of overall progress toward state or external tests and should not be entered in the gradebook.

Final Grades

1. All classes including Advisory will be graded. Students will earn a letter grade. PowerSchool will use the following ranges to calculate the final letter grade:

Grade	Level of Mastery	Cut Points
A	Mastery of Standards	3.2 to 4.0
B	Approaching Mastery of Standards	2.4 to 3.19
C	Developing Understanding of Standards	1.60 to 2.39
D	Not Yet Meeting Standards	0.80 to 1.59
F	No Evidence of Mastery	0 to 0.79

**Parent Communications**

Parent-Student-Teacher Conferences

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

Progress Reports and Report Cards

Progress reports will be mailed home at the end of the first and third quarter. Progress reports are not final and indicate a student’s performance to-date in the semester. Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student’s transcript. End of semester grades will be sent home at the end of each semester.

**Promotion/Retention**

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year. Any student who misses in excess of 15 days in a semester in a class period may not earn credit in that course. Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail more than two courses per school year (or fail to obtain 20.0 credits) may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year).

Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Science, History, Social Science, and History. On-going communication

with parents via conferences, progress reports, and report cards provide initial notification of concerns with student academic performance.

Requests for retention or acceleration must be made in writing to the school Principal. Green Dot will evaluate such requests with multiple measures including but not limited to academic performance, behavioral records, and age. The school will consider the social-emotional impact of any such decision during a parent/guardian conference. If a school is going to retain a student, a conference will be held with the Principal, counselor, student, and parent to ensure due process and clear supports are in place for improving student outcomes. A final decision will be made at the school Principal's discretion with the appropriate Area Superintendent's approval.

## Element 4: Governance

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

### **GENERAL PROVISIONS**

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

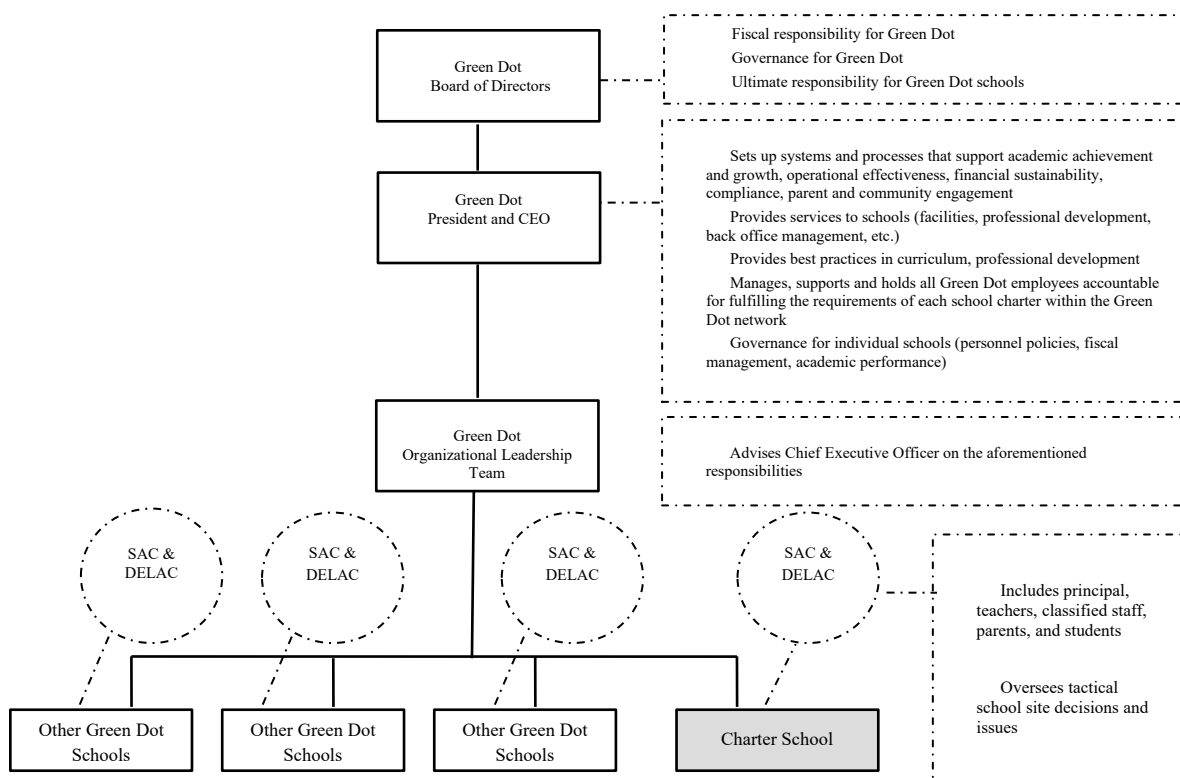
### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

### **Nonprofit Public Benefit Corporation**

The Charter School is an independent charter school operated by Green Dot Public Schools, a nonprofit public benefit corporation as defined per Education Code section 47604. Green Dot is governed by Green Dot's Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of the Charter School will rest with the Green Dot Board of Directors.

### Green Dot Public Schools Governing Structure



#### Board Authority

The Green Dot Board of Directors is responsible for major strategic and policy decisions related to Green Dot 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. The Board’s governance responsibilities include, but are not limited to, the following activities which may be accomplished either through empowering and supporting management or accomplished directly by the Board (as described below):

- Strategy & Oversight
  - Uphold the provisions of the charter;
  - Set Green Dot’s strategic direction;
  - Provide consultation in areas of expertise, such as: legal, real estate, finance, public and media relations, education, community engagement, legislation, government relations, and labor relations
- Financial Oversight
  - Ensure financial sustainability by approving the organizational budget and each campus’ budget as well as monitor the budget regularly;
  - Review and approve the annual audit;
- School Oversight:
  - Monitor and manage academic and operational performance of each Green Dot school;
  - Oversight of supports and interventions to support schools in achieving performance goals;
  - Oversight of talent and staffing at all levels in the organization
  - Set and approve major school policies;

- o Oversight of student discipline and staff personnel issues;
- Advocacy & Partnerships
  - o Nominate and elect Board members;
  - o Support in fundraising efforts;
  - o Act as an ambassador for Green Dot and promote awareness of the organization and its successes with community leaders, funders and influencers; and
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations.

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

### **Governance of Schools**

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

### **Organizational Leadership Team**

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

The OLT, which is led by the Chief Executive Officer and President, includes leaders that are Senior Director-level, Vice President-level and Chief-level. The Chief Education Officer, Chief Operations Officer, and Chief Finance Officer develop and implement Green Dot's academic, programmatic and operational/financial sustainability models, respectively, with support from the rest of the OLT. The OLT meets weekly to focus on key issues dealing with the Charter School and other Green Dot schools. OLT members meet with the principal regularly to discuss topics such as: school performance, student

academic success, school operations, financial management, reporting, etc. This regular feedback helps ensure the Charter School meets its targets and is continually improving.

### **Services Provided by Green Dot Public Schools**

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

### **Human Capital**

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

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

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

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

### **Facilities**

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

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

### **Curriculum Development**

As discussed above, Green Dot's Education Team has developed a menu of curriculum options to be used by each Green Dot school. The recommended curriculum will include a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The Education Team will work with principals and lead teachers before the start of each

new school to determine the most appropriate curriculum for each school. The Education Team will also meet with principals regularly to further refine their schools' curriculum and ensure that the curriculum is being delivered effectively. In addition, the Education team will provide the Charter School with a plan to assess student achievement and growth.

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

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

### **Professional Development**

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

### **Budgeting**

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

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

On a monthly basis, principals will meet with the school's Area Operations and Finance Manager and School Operations Manager to review budgets and actuals. At the end of each quarter, the budget will be adjusted with major increases needing to be approved by the Green Dot Board.

**Purchasing**

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

**Operations**

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

**Facilities Financing**

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

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

**Fundraising**

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

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

**Finance and Accounting**

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

*Daily Service:*

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

**Data Analytics and Information Systems**

Data reporting and analysis are managed through the Green Dot Home Office. Green Dot has developed a data strategy centered on ensuring compliance with existing legislation and improving student outcomes.

Daily Service:

- collecting data for instructional and reporting compliance (e.g., attendance reporting to the state) purposes;
- providing staff training on data collection systems;
- providing a telephonic and virtual help desk to provide support on data systems and reports;
- providing synthesized reports of academic & operational data; and
- coordinating state and national testing (e.g., test ordering and administration).

**Information Technology (“IT”)**

IT services are managed through the Green Dot Home Office. Green Dot has developed an IT strategy that effectively utilizes technology to implement the curriculum articulated in this petition.

Daily Service:

- providing staff training on IT and data collection systems;
- conducting research on future IT services and equipment, including a staff and faculty technology plant;
- providing a telephonic and virtual help desk to provide IT support and problem solving technology issues;
- completing and submitting E-Rate applications or other comparable programs to manage technology costs; and
- establishing and publishing protocols for data storage and disaster recovery.

**Human Resources**

Human Resources services are managed through the Green Dot Home Office. Green Dot has developed robust systems to ensure compliance with existing legislation that supports employees.

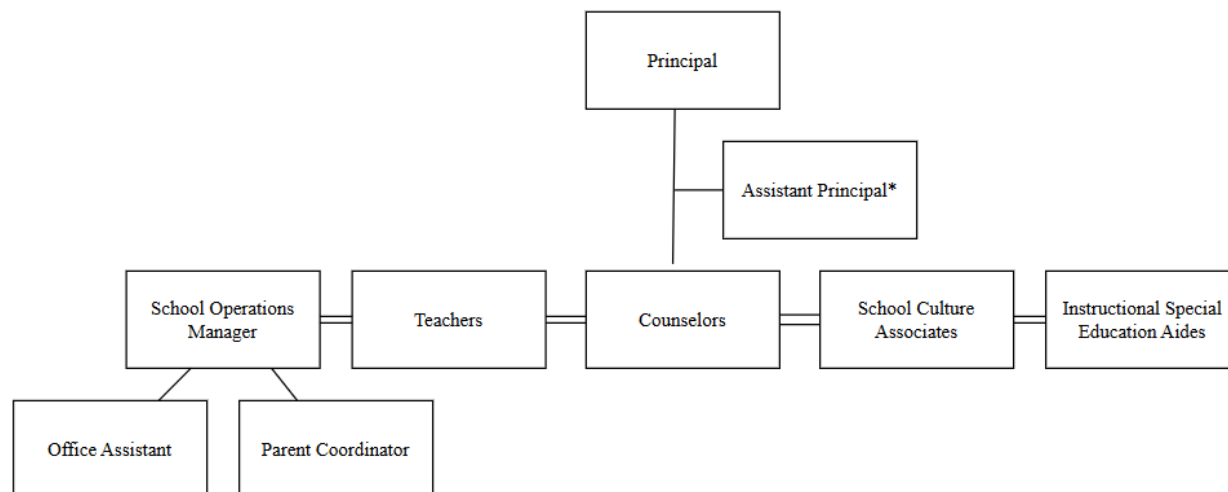
Daily Service:

- developing an effective benefits strategy;
- setting organization-wide policies and procedures regarding key areas including, but not limited to, document/information protection, storage and retention, employee credentialing, labor and employment law, management of employees, and management of employee claims
- providing compliance guidelines and monitoring such compliance of the above-referenced organization-wide policies and procedures; and
- managing, administering, and providing training on the Human Resources Information System (“HRIS”) or other applicable systems.

**School Administration**

The Charter School’s principal is responsible for the school’s administration and is accountable first to Green Dot’s Organizational Leadership Team and ultimately to the Board. Additionally, a School Advisory Council, comprised of the Charter School’s principal, teachers, staff members, and community members exists to advise on school-site decisions.

**School Site Structure**



\*Principals or Assistant Principal may directly supervise any of the following: teachers, special education teachers, counselors, unarmed Campus Security Officers, Instructional/Special Education Aides.

### Governing Board Composition and Member Selection

#### Composition of Green Dot Board of Directors

Green Dot Board Members have a range of expertise, but a common commitment to improving educational outcomes for students in low-income, high need communities. Green Dot’s Board may have no fewer than three members and no more than twenty-five members. Board members must be re-elected at the end of each Board term. New candidates nominated to Green Dot’s Board in the future will be reviewed based on their professional background, community involvement and commitment to Green Dot’s mission to prepare students for college, leadership and life.

Green Dot’s Board members have diverse backgrounds and expertise. Green Dot’s Board members specialize in legal work, management, strategy planning, communications, education and accounting. Green Dot is committed to maintaining a wide breadth of knowledge, culture and specializations on the Board of Directors. The Board of Directors will receive training on topics to include, at minimum, ethics (AB 2158), conflicts of interest, and the Brown Act. Complete biographies of Board members are available on Green Dot’s website.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

#### Green Dot Board Membership

The Green Dot Board frequently discusses additions to its membership based on the need to add expertise and/or balance representation of the communities served by the Charter School and other Green Dot schools. Prospective Board members meet with the President and Chief Executive Officer and Board President before being invited to join the Board of Directors. All prospective Board members are required to visit a Green Dot school and observe a Board meeting prior to being nominated. The Board is a self-perpetuating board. Board members are elected or re-elected at an annual, regular or special meeting of the California Board. Once a person is nominated for election to the Board, the Board undergoes a thorough review process including reviewing the nominee’s professional background, community

involvement, and commitment to Green Dot's mission. The Board then votes to elect the nominee. Unless a Board member dies, resigns or is removed from office by action of the Board, each Board member generally holds office for a term expiring on the second 31<sup>st</sup> day of December occurring after the date the Board member takes office and, if the Board member's office otherwise would become vacant, thereafter until the Board member's successor is elected. The Board may provide that the initial term of a Board member expires on the first 31<sup>st</sup> day of December occurring after the date the Board member takes office to provide for staggered expiration of the terms of Board members. After an initial term, Board members generally are up for reelection every two years. The Board, by a majority vote of the Board members then in office, may remove a Board member. In addition, the Board, by resolution, may declare vacant the office of a Board member who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

## **Governance Procedures and Operations**

### **Board Meetings**

The entire Board meets at least on a quarterly basis. The Executive Committee of the Board meets at least twice a year and the Audit Committee meets as needed to support the preparation of the audit. All Board meetings are open to the public and held consistent with the Brown Act and applicable provisions of Education Code Section 47604.1. Board meetings and committee meetings are held at Green Dot's offices, currently located at 1149 S. Hill Street, Suite 600, Los Angeles, California. A two-way teleconference location shall be established at each school site, including the Charter School. Meeting notices and agendas will be made available and posted to the public prior to Board meetings (both on the Green Dot website and physically in schools' main offices). For all regularly scheduled meetings, an agenda will be posted at least 72 hours in advance at location(s) as required by the Brown Act. Board meetings shall affirm the spirit of the Brown Act's declared intent such that Board deliberations and actions will occur openly, subject to any exception authorized by the Brown Act. Board meetings, including their location(s), shall also facilitate public participation and ensure that interested members of the public remain informed of matters pertaining to Green Dot and the Charter School. Board actions are recorded in meeting minutes and copies made available to the public via the Green Dot website. The public may request Board records by calling Green Dot Public Schools at (323) 565-1600 or via email at [info@greendot.org](mailto:info@greendot.org).

Green Dot will ensure compliance with Brown Act requirements by providing annual Brown Act training to the Board of Directors, and by assigning the duties to post agendas and minutes in compliance with the Brown Act to a Charter School employee who is trained in Brown Act requirements.

Notwithstanding the foregoing, the Board may modify or suspend these practices to the extent allowed by an executive order issued by a public official, or any other law, where warranted in the interests of health and safety, e.g., in response to a public health crisis or other disaster event.

### **Quorum and Motion Requirements**

A majority of the members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by a majority of the Board members present.

### **Board Action (Voting) Requirements**

1. The Board may only take action on items formally listed on the Board agenda, except as authorized by law.

2. When there is a tie vote on the agenda topic under consideration, the item may be resubmitted to the Board at its next properly noticed meeting.

### **Abstention**

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

### **Teleconference Meetings**

Members of the Green Dot Public Schools Board may participate in teleconference meetings so long as the requirements of the Brown Act are complied with.

Notwithstanding the foregoing, the Board may modify or suspend these practices to the extent allowed by the Brown Act, an executive order issued by a public official, or any other law.

## **Stakeholder Involvement**

### **School Advisory Council and District English Learner Advisory Council**

The SAC develops, maintains, reviews and approves the Charter School’s School Plan for Student Achievement (“SPSA”), Local Control and Accountability Plan (“LCAP”), or comparable document, reviews the school’s strategic plan, monitors its implementation throughout the year, provides numerous opportunities for students and parents to contribute to the school’s operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the SPSA. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: student learning experiences, the school budget, and parent involvement.

The SAC meets monthly when school is in session and is led by the principal. All regular and special meetings of the SAC are posted at least forty-eight hours in advance of the meeting in the main office and open to the public. The SAC shall be composed in the following manner to ensure parity:

- Half of the SAC members shall consist of the principal, classroom teachers (selected by the teachers at the Charter School), and other school personnel (selected by other school personnel at the Charter School). Classroom teachers shall make up the majority of this group.
- The remaining half of the SAC members shall consist of equal numbers of Charter School students (selected by the Charter School’s Student Council) and Charter School parents, or other community members as selected by the Charter School’s parents.

Teachers and other Charter School personnel are nominated or volunteer to serve on the SAC. Students are selected from the school’s Student Council. Elections for staff and students, as well as elections for parent membership, are held/made prior to July 1 of each year.

The Charter School’s DELAC is a committee comprised of parents (at least 51%), staff and community members specifically designated to advise school officials on English learner program services. The DELAC meets at least four times per year and members take on various roles and responsibilities. The DELAC advises the Charter School’s governing board on all of the following tasks:

1. Development of an EL master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the LCAP;
2. Conducting of a Green Dot-wide needs assessment on a school-by-school basis;
3. Establishment of a network program, goals, and objectives for programs and services for English Learners;

4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
5. Review and comment on the Charter School's reclassification procedures;
6. Review and comment on the written notifications required to be sent to parents and guardians; and
7. Review and comment on development of the Local Control and Accountability Plan (LCAP).

**Parent Involvement and Communication**

Parents are integral contributors to the educational process, and their perspectives are sought to develop school policies and address school issues. Outside of the School Advisory Council and the District English Language Advisory Council, all other parent meetings are informative and open to all parents. Communication with parents, in both English and Spanish, about school programs and events occurs regularly and through a variety of channels, such as: parent-teacher conferences, back to school night, parent information nights, newsletters, flyers, postings at the school, the school website, and phone and text messages. Green Dot also offers volunteer opportunities for parents to encourage parents to be involved in their students' educational experience. Opportunities to volunteer on campus include, but are not limited to parent shadows of classroom instruction, office support, attending parent workshops, chaperoning field trips and college tours, and participating on the SAC. Feedback from parents and stakeholders is collected during SAC meetings, which are regularly scheduled and open to the public. The SAC regularly monitors the School's performance on its LCAP goals and provides feedback on the School's goals and budget during SAC meetings. Additionally, the School's LCAP (SPSA) is available on the School's website, allowing families to easily access information about the school's performance and spending.

## Element 5: Employee Qualifications

*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)*

### EQUAL EMPLOYMENT OPPORTUNITY

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

### ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Employee Positions and Qualifications**

The Charter School will hire a diverse faculty composed of the best staff possible. We will achieve this goal by continuing our national search to hire highly effective school leaders, teachers and staff members. We have a comprehensive recruitment strategy engaging national and local universities and education programs to recruit a diverse pool of high-quality candidates.

#### **Principal**

##### *Job Description*

- Hire and develop school staff (certificated and classified)
- Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school
- Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff
- Evaluate the performance of teachers and other school employees and counsel them on their individual development
- Craft student discipline policies to meet unique student population needs
- Direct financial and human resources at the school site
- Responsible for school budgetary planning and business operations
- Work closely with parents and the community at large
- Initiate and implement community support and advisory groups

- Accountable for students' overall academic performance
- Manage school revenues and expenses to stay within agreed upon budget
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment)
- Monitor the implementation of IEPs for students with disabilities, with the support of the Special Education Program Administrator (“SEPA”)
- Monitor the testing and compliance of integrated and designated instruction for Emerging Bilingual students, with the support of the ELD Coordinator.

*Experience & Education Qualifications*

- Bachelor’s degree, required.
- Teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience is a large plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- A passion for improving urban high schools and driving education reform.
- Bilingual (English/Spanish) highly desirable.

**Assistant Principal**

*Job Description*

- Serve as administrator and integral part of the instructional leadership of the school, direct and supervise the curriculum and guidance program of the school
- Responsible for student discipline and attendance
- Evaluate and supervise school curriculum and instruction program with the all departments
- Coordinate and supervise safety plan (crisis team, building inspection, building keys and inventory, compliance laws)
- Supervise and evaluate the performance of classified and certificated personnel
- Coordinate and supervise the school’s athletic program
- Knowledge of athletic rules (i.e. NCAA regulations, CIF, etc)
- Coordinate transportation and supervise classified personnel within this department
- Oversee scheduling of field trips
- Organize and inventory technology equipment
- Assist in developing and maintaining the school budget
- Assist with the development of a Master Class Schedule
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused

- Participate in Green Dot and individual professional development
- Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment)

*Experience & Education Qualifications*

- Bachelor's degree, required.
- Teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience is a large plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.
- A passion for improving urban high schools and driving education reform.
- Bilingual (English/Spanish) highly desirable.

**Teacher**

*Job Description*

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

*Experience & Education Qualifications*

- Bachelor's degree, required.
- California multiple subject\* or single-subject intern, preliminary or clear credential required for the certificated assignment. (\*Applicants with multiple-subject credentials are required to obtain single-subject credentials or subject-matter authorizations.) In certain circumstances, applicants who qualify for a local assignment option, permit or waiver through the CTC or are in the process of transferring valid out of state credentials are eligible to provide instruction for the designated time permitted in the waiver, required.
- Excellent collaborative and organizational skills.
- Excellent verbal and written communication skills.
- A strong ethical base and self-awareness.
- Relentless commitment to and high standards for high quality execution.
- Passionate with a high level of personal responsibility towards ambitious goals.
- Strong sense of integrity, ethics, and drive to achieve and grow.
- Humility, sense of humor and rock-solid commitment to Green Dot's mission and the communities we serve.
- Bilingual (English/Spanish) highly desirable.

### **Counselor**

#### *Job Description*

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

#### *Experience & Education Qualifications*

- A California Clear PPS Credential in School Counseling/Guidance, required.
- MA/MS degree in School Counseling from an accredited college or university highly desirable.
- Experience with individual and group counseling is highly desired.
- A passion for improving urban high schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.
- Experience working in an urban school setting.
- Prior counseling experience (mental health), including DIS Counseling.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal, communication and writing skills.
- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups.
- Ability to represent the school in a positive way.
- Ability to understand student maturity levels and the process of goal selection.

- Ability to help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities.
- Ability to understand test construction and interpret educational test data.
- Ability to motivate students and provide academic incentives for success.
- Ability to understand the unique social-emotional needs of individual students.

### **School Operations Manager**

#### *Job Description*

- Manage school operations team; sets both performance and development goals for the School Operations Associate, Parent Coordinator and Office Assistant; collaborate with the broader Green Dot school operations staff learning community, including other School Operations Managers, to drive operational best practices across the region
- Oversee procurement and purchasing for the school including placing orders, inventorying items received and handling returns/exchanges. Manage cash receipts, deposits, payroll, and substitute teacher tracking; coordinates with Green Dot's Finance & Accounting Team to ensure effective implementation of financial policies; provides assistance to the Principal with budget management
- Manage the student information system and attendance reporting and intervention process; coordinates with Green Dot's Knowledge Management Team with regards to data audits and reporting; ensure confidentiality and security of files and all information pertaining to students, parents, staff, and community
- Oversee the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health
- Manage routine maintenance requests for school in Green Dot's work order system, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Green Dot's Facilities Team to implement school facility projects
- Manage enrollment cycle at the school and admissions and enrollment database with support from Green Dot's Operations Team, including student recruitment, lottery and waitlist management and parent enrollment orientations
- Supports school safety processes and compliance including attending trainings, helping administrators coordinate drills and safety audits and liaising with security vendor; partners with Principal and Green Dot's Security Team to respond to emergencies
- Plan and coordinate logistics for school events and activities as needed, including back to school nights and parent conferences/meetings; coordinates with bus company for regular and field trip transportation
- Ensure compliance requirements are completed on time
- Oversee other tasks or special projects as needed

#### *Experience & Education Qualifications*

- Bachelor's degree from an accredited college or university preferred
- Minimum two years of professional experience; four preferred with at least one year experience managing others or multiple large scale projects
- Demonstrated initiative, leadership and tenacity
- Acute attention to detail coupled with the ability to think and act strategically
- Strong analytical, critical thinking and problem solving skills
- Prior school experience a plus
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)

- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook; comfortable learning new computer programs
- Ability to manage multiple projects and priorities and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information.
- Commitment to the mission of Green Dot Public Schools

## **Parent Coordinator**

### *Job Description*

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools, including student recruitment and enrollment events
- Set parent engagement goals and metrics in collaboration with school administrator and School Operations Manager and meet monthly or quarterly to assess progress
- Plan and communicate at least three engaging programs/activities per semester
- Attend community events to build relationships for the school and recruit community partners to become part of the school’s family engagement program
- Develop and facilitate a parent leadership team, PTO, or parent group to address community-based issues, organize for education reform, etc.
- Organize parent volunteer initiatives
- Work with the Home Office and serve as School Office lead for recruiting new students and executing a recruiting strategy
- Conduct open houses and student tours
- Coordinate daily meal activities including managing meal ordering to minimize meal waste, ensuring students are scanned accurately and timely for meal reimbursement, managing meal servers, and ensuring smooth logistics of physical meal set-up which meet federal compliance
- Coordinate all annual meal application activities including the distribution and collection of meal applications, or household income forms, collecting supporting documents during the verification process, and ensuring meal status data is accurately input into the student information system
- Perform additional duties, as assigned, related to the foregoing primary responsibilities and the holistic functioning of the office
- Share with other team members office duties, especially pertaining to parents
- Translate English/Spanish, spoken and written

### *Experience & Education Qualifications*

- Strong ability to lead and develop positive working relationships with parents
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook; comfortable learning new computer programs
- Ability to manage multiple priorities and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High School Diploma or equivalent

## Special Education Aide

### *Job Description*

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

### *Experience & Education Qualifications*

- Possess a bachelor's degree **OR**
  - Pass a local assessment of knowledge and skills assisting in instruction (e.g., CBEST) **AND** one of the following:
    - Have a high school diploma (or equivalent) **AND** have completed at least two years of college (48 units) **OR**
    - Attainment of an AA degree
- Six months experience working with adolescents/children in a structured environment
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
- Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

## School Culture Associate

### *Job Description*

Assist with providing a safe and welcoming school environment for students, staff, and community members by implementing active listening skills, de-escalation and conflict resolution techniques, and Green Dot Public Schools' programs to support social and emotional learning. Guide students and use safety protocols, as necessary, to prevent injury to people or damage to school property.

### *Experience & Education Qualifications*

- Possess a high school diploma or general education degree (GED) with the completion of college courses in psychology, sociology, counseling or other related field (bachelor's degree preferred) **OR** a minimum of 3 years of related experience may substitute for the required college-level courses.
- Familiar with the community, including culture, values, and other important community issues.

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

Beyond the positions listed above, other school employees will be hired based on the needs of the school as long as the staffing model remains within budget.

The Charter School will try to hire its office staff from the community, so that the school maintains close relationships to the community.

## Process for Staff Selection

The process for staff selection is outlined in Element 1.

**Union Membership**

Certificated employees at Green Dot have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot's first comprehensive agreement with AMU was signed and completed in spring 2003.

Classified employees at Green Dot schools have organized as the Ánimo Classified Employees Association, an affiliate of the CTA. Green Dot's first comprehensive agreement with the ACEA was approved by the Green Dot Board of Directors in spring 2009.

Employee compensation, work year, hours of employment and evaluation may be negotiated with both unions on an annual basis.

## Element 6: Health and Safety Procedures

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282*  
*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*  
**(Ed. Code § 47605(c)(5)(F).)**

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address

the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- § Child abuse reporting procedures
- § Routine and emergency disaster procedures
- § Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- § Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- § A discrimination and harassment policy consistent with Education Code section 200
- § Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- § Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- § A safe and orderly environment conducive to learning at the Charter School
- § The rules and procedures on Charter School discipline
- § Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

**CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

**Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

**ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

#### **TRANSPORTATION SERVICES**

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

#### **WORKPLACE VIOLENCE PREVENTION PLAN**

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

#### **HOMICIDE THREATS**

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**MENTAL HEALTH EDUCATION**

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

**MENTAL HEALTH INFORMATION**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

**SAFE PLACE TO LEARN ACT**

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

**GUN SAFETY NOTICE**

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

**SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

**HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

**FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

**ALL GENDER RESTROOMS**

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked,

unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

#### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

#### **RECESS**

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

#### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

#### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

#### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

#### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)



## **Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

### **Court-Ordered Integration**

Every effort will be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We will hold several informational meetings throughout each school year, where we will share information about the Charter School with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). These methods have proved very successful at Green Dot’s existing schools and Green Dot will continue to make efforts to comply with the order from Crawford et. al. v. Board of Education of the City of Los Angeles (1976) 17 Cal.3d 280.

While open to all students, the Charter School will seek to serve the students who reside in East Los Angeles and the surrounding area. The community-based recruiting effort will start in the Fall of each year of the petition and annually may include:

- 1) Direct elementary school recruiting at schools such as Punte Learning Center, Exterra Public Schools, KIPP Sol, Belvedere Elementary, Rowan Elementary, and Ford Elementary. The Charter School collaborates with feeder schools to make presentations to their school communities aligned with our recruitment efforts.
- 2) Mailings – The Charter School sends out flyers to area families informing them of the option to apply;
- 3) Open house meetings – The Charter School hosts numerous open houses throughout the recruiting period to inform parents about the school;
- 4) Community partnerships – The Charter School works with community leaders to “get the word out” about the school;
- 5) Community walks – The Charter School goes door to door to talk to families, and hand out information about the school; and
- 6) Direct advertising – The Charter School may advertise in local media, which may include Spanish-language newspapers, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language the Charter School deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at the Charter School reflective of the surrounding community and LAUSD.

Planned annual recruitment activities:

Month	Action Steps & Priorities
August	<ul style="list-style-type: none"> <li>● Last Minute Enrollment Push                             <ul style="list-style-type: none"> <li>○ Family Referral Campaign</li> <li>○ Recruitment in retail communities for back to school shopping</li> <li>○ Attending Back to School themed events</li> <li>○ Potential Mailers</li> </ul> </li> </ul>
September	<ul style="list-style-type: none"> <li>● Last Minute Enrollment Push                             <ul style="list-style-type: none"> <li>○ Family Referral Campaign</li> <li>○ Recruitment in retail communities for back to school shopping</li> <li>○ Attending Back to School themed events</li> <li>○ Potential Mailers</li> </ul> </li> </ul>
October	<ul style="list-style-type: none"> <li>· Field Recruitment                             <ul style="list-style-type: none"> <li>○ Calling Leads from e-marketing campaigns</li> <li>○ Community Events:                                     <ul style="list-style-type: none"> <li>§ Halloween Events</li> <li>§ Fall Festivals</li> </ul> </li> <li>○ High School Nights at feeder schools</li> </ul> </li> </ul>

November	<ul style="list-style-type: none"> <li>● Field Recruitment             <ul style="list-style-type: none"> <li>○ Calling Leads from e-marketing campaigns</li> <li>○ Community Recruitment:                 <ul style="list-style-type: none"> <li>■ Thanksgiving parades</li> <li>■ Turkey Drives</li> <li>■ Food Banks</li> </ul> </li> <li>○ High School Nights at feeder schools</li> </ul> </li> </ul>
December	<ul style="list-style-type: none"> <li>● Field Recruitment:             <ul style="list-style-type: none"> <li>○ Calls to post-lottery offers</li> <li>○ Community Recruitment:                 <ul style="list-style-type: none"> <li>■ Parades</li> <li>■ Shopping</li> <li>■ Community Events</li> <li>■ Food Banks</li> </ul> </li> </ul> </li> </ul>
January	<ul style="list-style-type: none"> <li>● Field Recruitment:             <ul style="list-style-type: none"> <li>○ Calls to post-lottery offers</li> <li>○ Intent to Return calls to current families</li> </ul> </li> </ul>
February	<ul style="list-style-type: none"> <li>● Continue post-lottery offer calls</li> <li>● Phone Banking</li> </ul>
March	<ul style="list-style-type: none"> <li>● Community Recruitment             <ul style="list-style-type: none"> <li>○ Church visits</li> </ul> </li> </ul>
April	<ul style="list-style-type: none"> <li>● Community Recruitment             <ul style="list-style-type: none"> <li>○ Church visits</li> </ul> </li> </ul>
May	<ul style="list-style-type: none"> <li>● Field Recruitment             <ul style="list-style-type: none"> <li>○ Orientation Events</li> </ul> </li> </ul>
June	<ul style="list-style-type: none"> <li>● Field Recruitment             <ul style="list-style-type: none"> <li>○ Feeder school graduations</li> <li>○ Orientation Events</li> </ul> </li> </ul>

The Charter School shall maintain an accurate accounting of the ethnic and racial balance of pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils enrolled in the Charter School using the PowerSchool software program to track demographic information on each individual student. As outlined in the recruitment process above, the Charter School

may use various marketing strategies such as flyers, advertisements, mailers, e-marketing and online postings to recruit members of the community in the school's effort to achieve a balance of ethnic and racial balance pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils that is reflective of the general population residing within the territorial jurisdiction of the District. All information, collateral, meetings, and communications will be made in English and Spanish and any other language the Charter School deems appropriate based on the needs of the community.

It is our goal to improve the educational opportunities for economically disadvantaged students. The Charter School aims to serve the most impacted populations in the neighborhood and plans to do as well as or better than nearby community schools in conducting outreach for potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas.

Every effort will be made to reach out to all fifth graders in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. Our outreach will include communication to families of students who would typically attend Robert Louis Stevenson Middle School, Griffith Middle School, El Sereno, Hollenbeck, or Belvedere Middle School to ensure that all students in the area have an opportunity to attend a Green Dot school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. We hold multiple informational meetings annually.

The Charter School will provide to LAUSD all requested information using District forms. The Charter School will provide LAUSD with data for the District's integrated student information system (MiSiS) for all enrolled students to assist with compliance monitoring. For compliance purposes, the Charter School submits to LAUSD Budget Services, LAUSD Financial Planning Division, and LAUSD Office of Student Integration Services the information listed below.

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- List of all Certificated Personnel
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report

The Charter School will monitor the implementation and outcomes of its plan and make adjustments as needed. The Charter School will provide a copy of the recruitment plan to LAUSD upon request.

### **How the Plan Will Achieve LAUSD's Racial and Ethnic Balance Goals, Special Education Percentages, and English Learner Percentages**

Prior to each lottery season that begins in October of each year, every Green Dot school will develop a recruitment plan in collaboration with the school operations team, school administrators and Home Office Operations Team. The Home Office Operations Team will provide each school with their current racial and ethnic data, along with data of their population of students with disabilities and English Learner students, including redesignated fluent English proficient students. This data will guide the recruitment plan for the following year to help the Charter School achieve the District's racial and ethnic balance goals and a population of special education and English Learner (including redesignated fluent English proficient) students, in line with the population of the neighborhood and the population percentages of the District, as feasible. Collateral used for recruitment and enrollment packets will be distributed in English and Spanish to assist families of English Learner students during the enrollment process. Recruitment collateral, along with school websites, will highlight special education and English Learner intervention

programs offered at the school to encourage families to enroll. As needed, Green Dot commits to having a representative available to speak with Spanish only families, and give information to families inquiring about special education and English Learner intervention programs.

## **Element 8: Admissions Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the

student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **Admission Requirements**

The Charter School will admit all pupils who wish to attend the school as per Education Code section 47605(e)(2)(B)(iv). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing as described below.

The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. The Charter School will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(b)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

## Student Recruitment

The Charter School is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. As with other Green Dot schools, the Charter School tailors its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance, are reflective of this mission. Specific activities that will be employed by the Charter School include:

- The use of English and Spanish marketing collateral and communication;
- Extensive community-based marketing; and
- Simple, easy-to-use and easy-to-understand forms and brochures.

## Lottery Preferences and Procedures

Charter School will implement the following admissions process, including an open enrollment period, lottery if necessary and official enrollment process. Existing students will be exempt from the public random drawing (lottery).

Per Education Code Section 47605(e)(2)(B), preference shall be given to:

1. Students with siblings currently enrolled at the Charter School who reside within LAUSD boundaries<sup>23</sup>
2. Children of Green Dot regular employees who reside within LAUSD boundaries (not to exceed 10% of total enrollment)
3. All other students who reside within LAUSD boundaries
4. Students with siblings currently enrolled at the Charter School who do not reside within LAUSD boundaries
5. Children of Green Dot regular employees who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment)
6. All other students who do not reside within LAUSD boundaries

## Open Enrollment Period

Each party interested in enrolling at the Charter School will be asked to complete a lottery form requesting contact information during the interest period (open enrollment period), which begins September 1<sup>st</sup> and ends no later than the first full week of December. A copy of all lottery forms will be maintained. Lottery forms request minimal student information consistent with Education Code Section 47605(e)(4) and parent contact information and are made available both online and in paper form. The dates of the open enrollment period will be made public on Green Dot's website prior to the opening of the open enrollment period. If the number of completed lottery forms exceeds the capacity, a random, public drawing (lottery) will determine enrollment. The lottery will be held each year no earlier than the first Monday of December and no later than the third Friday of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as timeline, will also be made available to all interested parties in hard copy at the school's main office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery

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<sup>23</sup> Applicants who are siblings and apply to the same Green Dot school together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.

will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

### **Lottery Procedures**

At the lottery, a presentation will be made in English and/or Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all applicants. Lottery forms submitted prior to the lottery form deadline are verified for the preferences outlined above. Applicants will receive preference in the automated system, depending on the preferences the applicant qualified for in the verification process. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

Representatives from the school, typically the Principal and School Operations Manager, will host the lottery for parents and families, while a representative from Green Dot's Home Office will be charged with conducting the computer-automated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in category 1 will be selected first, category 2 second and so on until all applicants have received a lottery number. After the computer randomization is complete, the acceptance and waitlist results will be projected on the screen in the front of the room. Applicants will be admitted to the Charter School in the order they are drawn, up to the grade-level capacity. The charter school reserves the right to leverage historical attrition rates to extend the appropriate amount of enrollment offers to land at the schools enrollment targets. If the capacity, or adjusted capacity mentioned in the preceding sentence, for the upcoming school year is already exceeded, the school will run a waitlist lottery to determine the order of the waitlist. The Charter School will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to document retention requirements according to document retention requirements as required by law or Green Dot policy. Annual training on lottery procedures and use of the online database is provided for appropriate school staff, including the Charter School Operations Manager, to ensure the fair execution of lottery and waitlist procedures.

### **Post Lottery Procedures**

All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school, including completion of enrollment packet. Schools will host at least one enrollment event for families to provide support completing the enrollment packet and make three separate phone calls on three different days to confirm enrollment in the school. Families offered enrollment will have 10 business days to accept their seat. Enrollment offers will be rescinded if the family does not accept their offer within 10 days.

### **Waitlist Management Procedures**

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the enrollment

period, or after capacity is reached (if no lottery is required), will be held in abeyance for subsequent lotteries, as needed. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone and email. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone and email. If the Charter School is unable to contact the family via telephone, the family will be notified in writing via an email or text message to the contact indicated on the lottery form. Families contacted from the waitlist will have five business days to accept the seat at the Charter School. The timeline will be reasonable and take into account the needs of the Charter School community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within five business days, the applicant may be removed from the waitlist, and the next applicant's parents/guardians may be contacted.

The waiting list expires annually on the last day of the school year for which the student applied.

## Element 9: Annual Financial Audits

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)*

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

### Annual Audit Procedures

Green Dot's Audit Committee, which includes Green Dot Board members and may include non-Green Dot Board members, ensures the selection of a reputable independent auditor and the completion of an annual audit of the Charter School’s financial books and records, including attendance. The auditor shall be on the State Controller’s list of educational auditors and shall be hired by the Green Dot Board of Directors. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of Green Dot’s and the Charter School’s financial statements (including their Statement of Financial Position, Statement of Activities and Statement of Cash Flows), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget, such as Circular A-133. The Green Dot Finance and Accounting department works with the auditors to ensure all materials are provided, and processes, controls and policies are followed in accordance with regulations and requirements, as part of the services covered by the Service Fee.

Green Dot will use an independent auditor that is Certified Public Accountants licensed in the State of California.

It is required that annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to Los Angeles Unified School District, the County Superintendent of Schools, the California Department of Education, and the State Controller's Office. All financial statements will be submitted to LAUSD by December 15<sup>th</sup> following the close of the fiscal year. The Audit Committee will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved.

If the Charter School were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed by the school in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a global change in process were required, it would be brought up to the Audit Committee of the Board and if material the Board of Directors for approval. In addition, the principal of the Charter School will act upon these recommendations, and report such actions to the Los Angeles Unified School District. (EC Section 47605 (m)).

Consistent with EC Section 41020(h), not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the local educational agency is located, the department, and the Controller. The Superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports. In addition, the Charter School will provide annual financial reports to LAUSD as detailed above. The Charter School will submit its annual audit to the State Controller, COE, CDE and LAUSD. Green Dot's Controller and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Administrative/business operations are performed by Green Dot. Green Dot provides the following services, plans and systems to its schools and will provide similar services to the Charter School:

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

Additional services provided by Green Dot are detailed earlier in the charter.

## Element 10: Suspension and Expulsion Procedures

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”*

*(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)*

### GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with

the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later

than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

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

### **GUN-FREE SCHOOLS ACT**

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

## **School Climate and Student Discipline System**

### **Discipline Foundation Policy**

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined in Element 10, Subsection C of this charter petition.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated herein. The discipline policy of the Charter School will be reviewed with students and parents, by the Principal or designee, upon admission to the Charter School and the signing of the Student Policy Manual. By signing the Student Policy Manual, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. Parents and students who fail to sign the Student Policy Manual do not relieve any obligation to adhere to Green Dot's student discipline plan. The plan outlines day-to-day discipline including, but not limited to, warnings, restorative practices, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, restorative resets, Saturday schools, campus community service, and disciplinary probation, as well as guidelines for suspension and expulsion.

The Charter School's student discipline policy defines student responsibilities and expected behavior. The discipline policy promotes learning, protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school's students and their parents/guardians. Green Dot and the Charter School administrators reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a student may/must be suspended or expelled. These procedures are prepared to provide due process to

all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Charter School's discipline plan follows the District's Discipline Foundation Policy. The school implements school-wide behavior supports and alternatives to out-of-school suspension. The school follows the research-based Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently ("STOIC") classroom management model as the foundation for addressing student behavior.<sup>24</sup> This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. The STOIC model creates transparent expectations for students and staff and is the framework for the school's positive behavior and intervention systems. Examples include: incentive programs, mediation, restorative practices, in-school suspension, parent-student shadow days, written student reflections and campus community service.

The MTSS model outlines academic, behavioral and social-emotional supports for all students at different tiers. All students receive behavioral support at the Universal Level through a school-wide Positive Behavior Support System representing universal practices. At the Additional Level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the classroom for students not responding to Universal supports. If a student continues to struggle, the MTSS team will determine if there are specific individual interventions (Intensified) necessary to address the student's needs or if a referral to the Student Success Team is required. A Student Success Team referral may take place based on the need for individualized behavioral interventions, but would also include a comprehensive review of the student's needs academically as well as social-emotionally.

If, through the MTSS process, the Student Success Team suspects a disability, an assessment plan is created in order to complete a comprehensive psychoeducational evaluation. For students with an IEP who are having behavioral challenges and who are in need of additional behavioral supports and interventions which are not currently in the IEP, the school would convene an IEP team meeting in order to add or revise a behavior support plan or consider other behavioral supports or whether or not a functional behavior assessment is warranted. The IEP team may also consider a re-evaluation of the student in order to determine a possible change in eligibility or to gather additional information to plan other changes to the student's plan.

### **Progression of Disciplinary Procedures**

A restorative approach will be applied whenever possible to build connection with the school community. Restorative practices may include, but are not limited to, community circles, mediation, restorative dialogue and conferences. School Behavior data is monitored through PowerSchool, Green Dot's student information system. PowerSchool provides teachers and administrators the ability to log positive behavior, interventions, and consequences as needed. Additionally, Green Dot's internal data system includes customized reports that school sites use to monitor progress over time.

### **Classroom Behavior Expectations and Management**

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarians. Teachers work together with their

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<sup>24</sup> More information about the STOIC classroom management model is available here:  
<http://www.safeandcivilschools.com/>

students to meet their individual needs to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and throughout the school year during weekly professional development. Professional development includes data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to the teachers include: warnings, restorative practices, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal.

As a general rule, any teacher may assign an intervention to a student for minor classroom misconduct. Minor inappropriate conflicts with others may be identified at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. Parents will be notified of an intervention directly from the teacher assigning the consequence or a school administrator as needed. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal or designee. A serious violation includes any violation listed under the "Grounds for Suspension and Expulsion" section included below.

### **Restorative Practices**

Restorative practices may be leveraged to respond to behaviors as needed. Restorative dialogue, restorative circles and appropriate steps to repair harm in the school community will be used to support students in meeting behavior expectations. Parents/guardians will be notified of the restorative steps taken so that they may reinforce behavioral expectations with their student. Green Dot will use a progressive discipline system as defined in the Charter School's Student Policy Manual to intervene in student behavior.

### **Restorative Reset**

A restorative reset is intended to remove the student from peers and the class environment to provide the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to maintain established policies and standards of behavior, promote learning, and protect the safety and well-being of all students.

The Charter School will monitor behavioral data, including in and out of school suspensions, attendance, and classroom based infractions to ensure a data-driven approach to supporting student interventions and alternatives to suspension. When applicable, restorative practices will be implemented as alternatives to suspension.

Any campus community service issued pursuant to this Discipline Foundation Policy may take place before, after or during the school day. Any campus community service issued during the school day shall not prohibit a student's time for lunch or remove that student from instructional time.

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

### **In-School Suspension**

Following progressive discipline and/or after a serious violation, including those violations listed under the "Grounds for Suspension and Expulsion" section included below, an in-school suspension may be issued. An in-school suspension shall be preceded by a conference conducted by the Principal or

designee with the student and that student's parent/guardian and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee.

If a student is issued an in-school suspension without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student's right to an in person conference. Parents are notified via phone, written in-school suspension notice and in person if possible.

A student serving an in-school suspension reports to school at the regular time in compliance with the Charter School's school uniform policy, which is described in the Student Policy Manual. Any student in need of a uniform may request assistance from the main office. Uniforms will be provided free of charge upon request. Each teacher will give the student assignments that he/she must complete under the direct supervision of the Principal or designee, and are afforded the opportunity to complete work upon returning to school should it be unavailable at the time of, or during, the suspension. Teachers may conference with the student during their planning period to provide direct instructional support as needed. In addition to instructional support, students will be provided with counseling services as deemed appropriate. Social-emotional learning curriculum may be used to allow for individual reflection and to prepare the student to reintegrate into the school community. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room. The assigned room may be a classroom, counseling center or other office space, as deemed appropriate by the school, and will be supervised at all times by an appropriately credentialed Charter School staff member.

Whether suspension occurs in or out of school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Green Dot's Discipline Review Panel ("DRP"), a committee designated by the Board. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

If the student has an IEP or 504 Plan and the suspension, whether in or out of school, would result in the student having been suspended for more than ten (10) days cumulatively, the Charter School must determine whether or not a manifestation determination is required.

### **Grounds for Suspension and Expulsion**

In advance of a student discipline determination, including a decision to suspend a student, the Charter School administrators will conduct a thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the following matrix for suspension/expulsion recommendations.

**Matrix for Suspension/Expulsion Recommendations**

<p><b>Category I</b> Student Offenses with <b>No</b> Principal Discretion (except as otherwise precluded by law)</p>	<p><b>Category II*</b> Student Offenses with <b>Limited</b> Principal Discretion</p>	<p><b>Category III*</b> Student Offenses with <b>Broad</b> Principal Discretion</p>
<p>Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus.</u></p>	<p>Principal <b>must</b> recommend expulsion when the following occur at school or <u>at a school activity off campus unless</u> the principal determines that the expulsion is inappropriate.</p>	<p>Principal <b>may</b> recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u></p>
<p>1. Possessing, selling, or furnishing a firearm.</p>	<p>1. Causing serious physical injury to another person, except in self-defense.</p>	<p>1. Caused, attempted to cause, or threatened to cause physical injury to another person. <b>(Unless, in the case of “caused,” the injury is serious. [See II.1])</b>                  2. Possession/Under influence of marijuana (1st offense &lt; 1 oz.) or controlled substance or alcohol or any intoxicant.                  3. Sold, furnished, or offered a substitute substance represented as a controlled substance.</p>
<p>2. Brandishing a knife at another person.</p>	<p>2. Possession of any knife or other dangerous object of no reasonable use to the pupil.</p>	<p>4. Caused or attempted to cause damage to school or private property.                  5. Stole or attempted to steal school or private property.                  6. Possessed or used tobacco or products containing tobacco or nicotine products.                  7. Committed an obscene act or engaged in habitual profanity or vulgarity. <b>E.C. 48900(i); 48915(e)</b></p>
<p>3. Unlawfully selling a controlled substance.</p>	<p>3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)</p>	<p>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.                  9. Disruption of school activities (expulsion prohibited).                  10. Knowingly received stolen school or private property.                  11. Possessed an imitation firearm.                  12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. <b>**</b></p>
<p>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).</p>	<p>4. Robbery or extortion.</p>	<p>13. Engaged in sexual harassment. <b>**</b>                  14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.                  15. Made terroristic threats against school officials and/or school property.                  16. Willfully used force or violence upon the person of another, except in self-defense.</p>

<p>5. Possession of an explosive</p>	<p>5. Assault or battery upon any school employee.</p>	<p>17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.                      18. <b>Any behavior listed in Category I or II that is related to school activity or school attendance but that did <u>not</u> occur <u>on campus</u> or at a <u>school activity</u> off campus.</b>                      19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.                      20. Engaged in, or attempted to engage in, hazing.                      21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. Aided or abetted the infliction of physical injury to another person (suspension only).</p>
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\* For Categories II and III, the school may only expel a student if the school provides evidence of one or both of the following *additional findings*: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

\*\* Grades 6 through 8 inclusive.

### Out-Of-School Suspension Procedures

In advance of a student discipline determination, including a decision to suspend a student, the Charter School administrators will conduct a thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the following procedures:

#### Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. In the case of a youth in foster care, written notification shall be provided to the student’s education rights holder, attorney, the appropriate representative of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker (if applicable). This notice shall state the specific offense(s) committed by the student as well as the date and time when the student may return to school following the suspension. The notice will also include rights and procedures for suspension appeal. If the Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to the Principal or designee the next school day. There shall be no penalty to the student should the parent fail to respond to this request.

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

At the time of notification, subject to any omitted conference due to an emergency situation described in the preceding paragraph, the student shall be informed of the reason for the disciplinary action and the evidence against them. The student shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days of the date that the Charter School

received knowledge of the suspendable offense, unless the student's parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with the Principal or designee. The return to school of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference. As a part of the notification, the Charter School will work with parents/guardians and students to facilitate the daily pick up and delivery of academic work through the Charter's School's main office or electronically. Understanding the impact of a loss of instructional time, as explained below, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

### **Instructional Services for Suspended Students**

The Charter School and the District have entered a Memorandum of Understanding ("MOU") that requires the District to provide instructional services for the Charter School students on suspension pending an expulsion hearing. If the Charter School exits the MOU or the parent declines alternative placement, the Charter School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School's main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in the Charter School's main office under appropriate supervision as needed.

### **Student Discipline Review Board**

Each school year, the Charter School will create a standing committee of at least five members for its Discipline Review Board ("DRB"), which is an advisory committee to the Principal or designee (e.g., Assistant Principal) on student discipline-related issues. The DRB convenes to hold a parent conference when a student commits a serious violation of the discipline code (including but not limited to Categories I and II as identified in matrix above) or has broken the terms of that student's particular individualized student conduct agreement. The DRB is a site-based committee that may recommend interventions following a serious disciplinary infraction or advise a principal to recommend expulsion to the Discipline Review Panel ("DRP").

The DRB is comprised of at least 3 teachers, and may also include a classified employee, or counselor. The DRB will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes a DRB conference when needed. All other members of the DRB participate in this DRB conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and making a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The Principal or designee considers the DRB's recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the DRB conference, suspension may be extended pending the results of the DRP hearing, as the student does not return to campus while they are pending the expulsion hearing, which will be held within 30 school days unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Ed Officer or designee.

Given that the DRB is an advisory committee to the Principal or designee, this conference may be held with the Principal, students and/or family members without the staff members listed above at the Principal's request, and with approval of the Area Superintendent, where the Principal is concerned that holding the DRB with staff members present may cause undue harm to the students involved.

## **Expulsion Procedures**

### **Expulsion – Dismissal from School**

A student may be expelled from the Charter School for any of the violations listed above in the section titled: “Matrix for Suspension/Expulsion Recommendation,” upon recommendation from the Principal and pursuant to the DRB conference and after a DRP hearing.

Upon an expulsion recommendation by the Principal or designee, the student and the student’s guardian or representative will be invited to a conference with the Principal or designee to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee and informed by the Grounds for Suspension and Expulsion described above, including the Matrix. Upon such determination, the student’s suspension will be extended pending the results of an expulsion hearing.

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

- Brandishing a knife at another person;
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]); and
- Possession of an explosive or destructive device.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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

within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity. Guidelines corresponding to specific disciplinary offenses are listed in the Matrix above.

### Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the Rehabilitation Act of 1973.

### Students Experiencing Homelessness and Foster Youth

In the case of a student experiencing homelessness, discretionary expulsions require the School to provide notice to the School's McKinney-Vento Liaison at least 10 calendar days prior to a hearing. Mandatory expulsion authorizes a School to provide notice to the School's McKinney-Vento Liaison at least 10 calendar days prior to a hearing.

If the individual with exceptional needs is a youth experiencing homelessness, and the School has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal or the district superintendent of schools, McKinney-Vento Liaison shall be invited to participate in the individualized education program team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which include, but is not limited to, electronic mail or a telephone call.

In the case of a foster youth, discretionary expulsions require a School to invite and provide written notice to the student's education rights holder, attorney, the appropriate representation of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker at least 10 calendar days prior to a hearing. Mandatory expulsion authorizes a School to invite and provide written notice to student's education rights holder, attorney, the appropriate representation of the county child welfare agency (e.g., social worker, probation officer), and tribal social worker at least 10 calendar days prior to a hearing.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Authority to Expel**

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Discipline Review Panel ("DRP"), which acts on behalf of the Board, following a hearing before it. The DRP will consist of no more than five staff members and shall be constituted as follows.<sup>25</sup> The Chief Education Officer or their designee shall assign

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<sup>25</sup> Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

a facilitator: an Area Superintendent, the Vice President of Education, or the Chief Schools Officer. There shall be up to four additional panel members, which may include teachers, school administrators, or central office administrators. Panel members shall not be selected from the campus bringing forth the case.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request or attend a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

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

Written notice will be mailed by the Principal or designee at least seven calendar days before the DRP hearing and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above Matrix for Suspension/Expulsion Recommendations, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right to question all witnesses who testify at the hearing, the right for the hearing to be held in public session, the right to inspect and obtain all copies of documentation, the right to present evidence on the student's behalf, the date, time and location of the hearing, the right to receive language translation, the right to request a reasonable accommodation, and the right to request a postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the student.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of Fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the DRP determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an expulsion hearing (i.e. Area Superintendent, Vice President of Education Schools, or Chief Schools Education Officer) from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a student is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### **Findings of Fact**

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

Within ten (10) school days after this hearing, the DRP facilitator will provide the student/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the student will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling or other interventions may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, the school and/or Green Dot's Education Team will assist parents in finding a new placement by providing parents/guardians with Los Angeles County Office of Education ("LACOE") contact information for support to find an alternative placement, and Green Dot acts as a liaison to the LAUSD suspension and Expulsion Unit as needed.

In the alternative, in a case where there is mutual agreement among the parties, a stipulated expulsion may be executed, waiving the DRB and DRP processes. Stipulated expulsions are intended for cases where the student and family believe it is in their best interest to resolve the matter without participation in this process.

### **Rehabilitation, Reinstatement and/or Readmission**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the DRP at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Charter School for readmission. The rehabilitation plan will outline the term of the expulsion and expectations of the pupil, including but not limited to the following:

- enroll in an alternative school setting,
- maintain appropriate attendance,
- maintain satisfactory grades,
- compliance with state laws and any educational institution of enrollment, and
- completion of counseling or other required interventions specific to the disciplinary incident
- to refrain from entering school grounds.

Upon request from a student's parent or guardian, or a pupil who holds their own educational rights, the decision to reinstate a student shall be made by a three-person panel selected by the Chief Education Officer or designee, as delegated by the Board, that shall be composed of: the Vice President of Education, the Chief Schools Officer, and Area Superintendent(s). If the term of the expulsion has ended, the Chief Education Officer or designee will schedule a Reinstatement Meeting to review the Rehabilitation Plan provided upon expulsion and determine whether the student has successfully completed the requirements. The Finding of Facts will indicate whether the student is eligible for readmission.

The student's readmission is also contingent upon the capacity of the Charter School at the time the student seeks readmission. If the charter school does not have capacity, the student may be placed on a waitlist pending future enrollment.

### **Appeal Rights**

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian/authorized representative must submit a written appeal to the Chief Education Officer or designee outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP's issuance of its Findings of Facts.

If requested, a suspension/expulsion appeal meeting will be held with the Chief Education Officer or designee and the student/parent/guardian/authorized representative. The Chief Education Officer or designee will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Findings of Fact within 10 calendar days from the date of the expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Education Officer or designee. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Discipline Appeal Committee ("DAC") will hold a closed session meeting to hear the appeal. The DAC is a Board Committee whose membership consists entirely of Board members. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act) unless the student makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing. The DAC's duly authorized jurisdiction includes student expulsion hearings.

The DAC will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Education Officer and Response, and
- Letter from parent requesting an appeal to the Board.

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

1. Whether the DRP acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

### **Post-Board Appeal Process**

The DAC will issue a decision within 10 calendar days from the date of the expulsion appeal DAC meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the DAC. If the DAC upholds the appeal such that the expulsion is overturned, the student will be immediately reinstated and permitted to return to an instructional program. If the DAC confirms the recommendation for expulsion, the decision will include the DRP's and/or Chief Education Officer or designee's expulsion order, a rehabilitation plan, and any other recommendations the DAC

determines to be appropriate. With any decision upholding an expulsion, the DAC shall provide students/parents/guardians/authorized representatives with support from Green Dot to find alternative placement. Green Dot provides parents/guardians with LACOE contact information for support to find an alternative placement, and Green Dot acts as a liaison to the LAUSD Suspension and Expulsion Unit as needed.

## Element 11: Employee Retirement Systems

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Subject to prevailing applicable law, the Charter School teachers, administrators, counselors, special education program administrators, school psychologists, and clinical supervisors shall be a part of the State Teachers' Retirement System (“STRS”) throughout the duration of the charter school’s existence under the same CDS code. Subject to prevailing applicable law, other employees (e.g., school operations managers, office assistants) shall be covered by the Public Employees' Retirement System (“PERS”) and Social Security as appropriate throughout the duration of the charter school’s existence under the same CDS code.

Green Dot shall submit retirement contributions to LACOE in a timely manner. Green Dot ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE. Green Dot Human Resource staff ensure that staff are properly enrolled in STRS/PERS and Green Dot payroll staff ensure the creditable/reportable compensation is properly reported to CalSTRS and CalPERS. Green Dot accounting staff ensure that employer and employee contributions are remitted to STRS/PERS.

## Element 12: Public School Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

The Charter School is a school of choice; no student is required to attend.

The Charter School will support families interested in learning about their enrollment options by guiding them to nearby schools using resources such as LAUSD’s Resident School Identifier, LAUSD’s online enrollment portal, and connecting them to the Local District Operations for placement. Similar steps will be taken for relevant school districts based on the students’ home addresses.

### **Element 13: Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## Element 14: Mandatory Dispute Resolution

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)*

### GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
 Charter Schools Division  
 Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor  
 Los Angeles, California 90017

Green Dot Public Schools  
 % Cristina de Jesus  
 President & CEO  
 1149 South Hill Street  
 Los Angeles, CA 90015

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise

on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Green Dot Public Schools  
 % Cristina de Jesus  
 President & CEO  
 1149 South Hill Street  
 Los Angeles, CA 90015

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.



## **Element 15: Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed

courses and credits that meet graduation requirements

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two

categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

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

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

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

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include

but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the President and Chief Executive Officer will serve as the school’s closure agent.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from

conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

**Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety

agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs. Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

**Evidence of Insurance**

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

**Hold Harmless/Indemnification Provision**

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

**FISCAL MATTERS**

**District Oversight Costs**

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

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**

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

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

### Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

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

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

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

### Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)