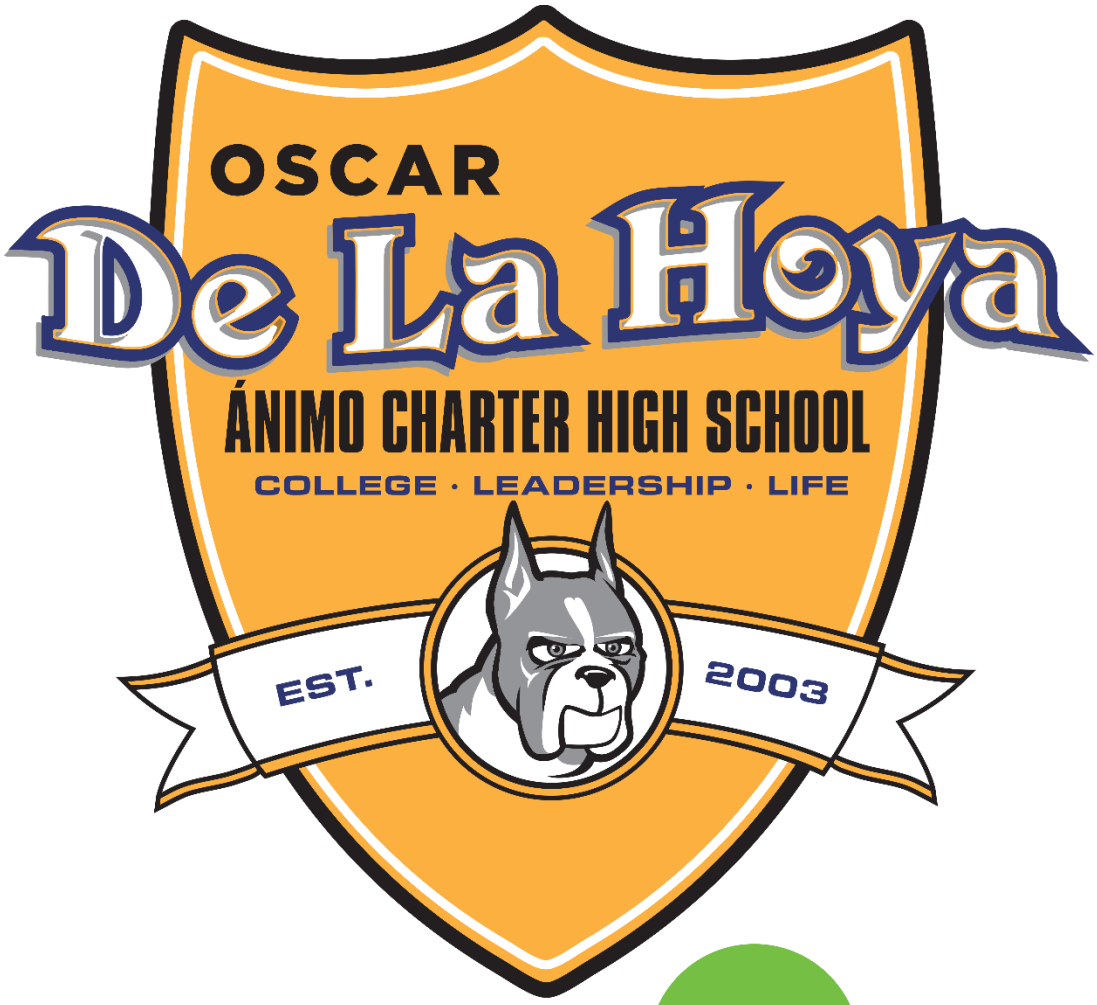
Oscar de la Hoya Ánimo Charter High

A California Public Charter School



Green Dot Public schools™

For the term July 1, 2026 to June 30, 2031
Submitted July 18, 2025 to:
Los Angeles Unified School District
Board of Education

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Assurances, Affirmations and Declarations

Oscar de la Hoya Ánimo Charter High School (also referred to herein as "Oscar de la Hoya Ánimo," "DLH," and the "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.

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 Engish 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 EducationPolicies 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

GENERAL INFORMATION	
● The contact person for the Charter School is:	Robert Pambello, Principal
● The contact address for the Charter School is:	1114 S Lorena Street Los Angeles, CA 90023
● The contact phone number for the Charter School is:	(323) 780-1259
● The current address(es) of the Charter School is/are: o (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	1114 S Lorena Street Los Angeles, CA 90023
● 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:	9-12
● 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:	467
● The grade level(s) are:	9-12
● The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	600
● 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 to 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 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's efforts are committed to creating small schools that provide high-quality academic opportunities for all students. Green Dot believes that this model 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 Oscar de la Hoya Ánimo. Green Dot serves nearly 10,000 students in some of the highest-need areas of Los Angeles. Our schools are located in South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice.

Oscar de la Hoya Ánimo Charter High School opened its doors in 2003. Since opening, the Charter School has existed to meet the specific needs of the students and community it serves. Oscar de la Hoya Ánimo provides students in Boyle Heights with an alternative choice for their high school public education.

New School Model for Urban High Schools
All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past 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[1] and 94% of seniors applying to a CSU were accepted.[2] The graduation rates from 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

Oscar de la Hoya Ánimo is a high-quality option which has served the Boyle Heights community for 22 years. Based on its record of performance, Oscar de la Hoya Ánimo has successfully implemented its educational program, which is evidenced most clearly by student growth and achievement, as well as high graduation rates. To provide context on the community the Charter 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 DLH students would otherwise attend, are included in the table below.

Meeting the Needs of the Community Oscar de la Hoya Ánimo Serves

Oscar de la Hoya Ánimo Charter High School 2024-25 Census Day Enrollment[3] Demographic Breakdown of Students Served

[1] Admissions by source school | University of California
[2] Workbook: Application_with systemwide
[3] CDE DataQuest

Subgroup	DLH	Resident School Median	LAUSD	State of CA
Latinx	96%	96%	74%	56%
English Learners	15%	16%	19%	17%
Long-term English Learners	9%	4%	1%	3%
Students Experiencing Foster Care	0%	1%	1%	0%
Students Experiencing Homelessness	3%	3%	3%	4%
Students with Disabilities	20%	16%	16%	14%
Socioeconomically Disadvantaged	97%	96%	82%	64%

Oscar de la Hoya Ánimo Charter High School and Resident Schools
2024 Census Day Enrollment
Demographic Breakdown of Students Served

2023-24 Comparison Resident Schools[4]	All Students	Socio-economically Disadvantaged	Students with Disabilities	English Learners	Homeless Youth	Foster Youth	Black	Latinx
Oscar de la Hoya Ánimo Charter High School	547	97%	20%	15%	3%	N/A	<1%	96%
Abraham Lincoln Senior High	942	87%	18%	9%	1%	1%	1%	78%
Thomas Jefferson Senior High	615	99%	13%	29%	7%	2%	7%	90%
Dr Maya Angelou Community Senior High	1013	97%	14%	27%	2%	1%	6%	92%
Woodrow Wilson Senior High	1356	91%	19%	9%	1%	1%	2%	93%
Santee Education Complex	1680	92%	16%	19%	5%	0%	5%	94%
Nava College Preparatory Academy	613	100%	15%	17%	7%	0%	3%	95%
Theodore Roosevelt Senior High	1626	96%	15%	12%	3%	0%	1%	96%
Felicitas And Gonzalo Mendez Senior High	779	94%	18%	16%	3%	0%	1%	97%
Esteban Torres HS - East Los Angeles Renaissance Academy	399	89%	16%	9%	2%	1%	1%	98%
James A Garfield Senior High	2223	95%	15%	6%	1%	0%	0%	98%

[4] CDE DataQuest

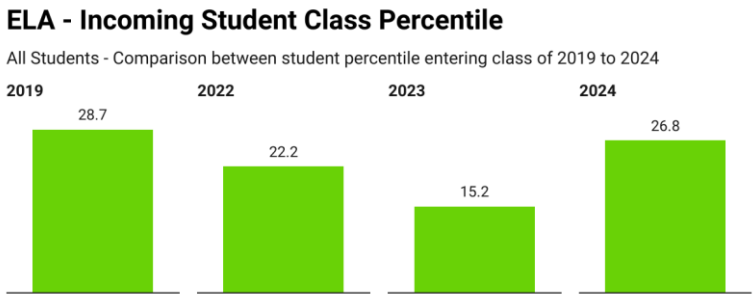
Esteban Torres HS - Engineer & Technology Academy	324	98%	20%	15%	2%	1%	0%	98%
Esteban Torres HS - Humanitas Academy of Art & Technology	397	96%	15%	15%	3%	1%	0%	99%
Hilda L Solis Learning Academy	170	90%	31%	18%	2%	1%	1%	99%

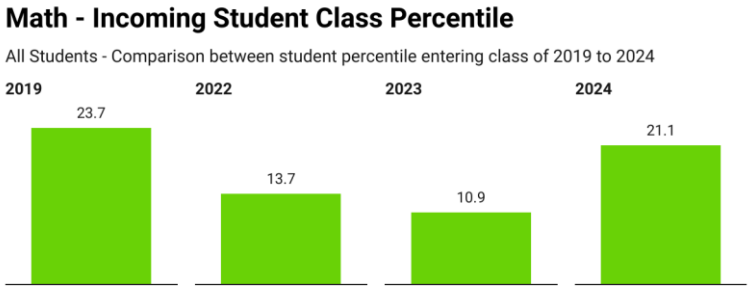
Context on the Student Population

Oscar de la Hoya Ánimo is located in the Boyle Heights neighborhood of East Los Angeles. The community has a rich history and culture. The majority of Oscar de la Hoya Ánimo's students will be first-generation college graduates as only 10% of residents possess a college degree, compared to a county average of 32%.[5]

As described in the demographic table above, 97% of students at Oscar de la Hoya Ánimo qualify for free or reduced-price meals.[6] In addition to coming from historically under-resourced communities, students entering Oscar de la Hoya Ánimo are considerably behind their peers in their academic performance. According to 8th grade Smarter Balanced Assessment Consortium ("SBAC") scores, students entering Oscar de la Hoya Ánimo score below the 29th percentile in ELA and the 24th percentile in Math. For comparison, students in the District enter 9th grade in the 50th percentile in ELA and 56th percentile in Math.

Students Enter Oscar de la Hoya Ánimo Significantly Behind





[5] https://data.census.gov/table?q=DP02&g=160XX00US0620802

[6] Data from the California Department of Education's DataQuest: http://data1.cde.ca.gov/

As a California Community School grantee, Oscar de la Hoya Ánimo 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 Los Angeles Community College, students can explore the Charter School's STEM-forward curriculum by earning college credit in the community college's dual enrollment classes. By addressing academic, emotional, and economic barriers, Oscar de la Hoya Ánimo fosters a supportive environment where students and families can thrive.

Oscar de la Hoya Ánimo is committed to offering a high-quality education to students from historically underserved communities. Despite the challenges faced by students at Oscar de la Hoya Ánimo, they exhibit above-average growth and graduation rates which exceed the statewide average. Oscar de la Hoya Ánimo serves a community need by providing an avenue for success to these students who enter high school behind their peers. By viewing these students in terms of what is possible, Oscar de la Hoya Ánimo is able to ensure students graduate prepared for college, leadership and life.

Open to all students, Oscar de la Hoya Ánimo makes a substantial effort to recruit students from low-income families in the Boyle Heights community, including students with disabilities and English Learners who would typically attend one of the neighboring schools identified above. Please see Element 7 for more information on how Oscar de la Hoya Ánimo will attract students from these neighborhoods. The table above shows the demographic and achievement data for Oscar de la Hoya Ánimo's target student population and a list of Resident Schools.

Success in English Language Arts

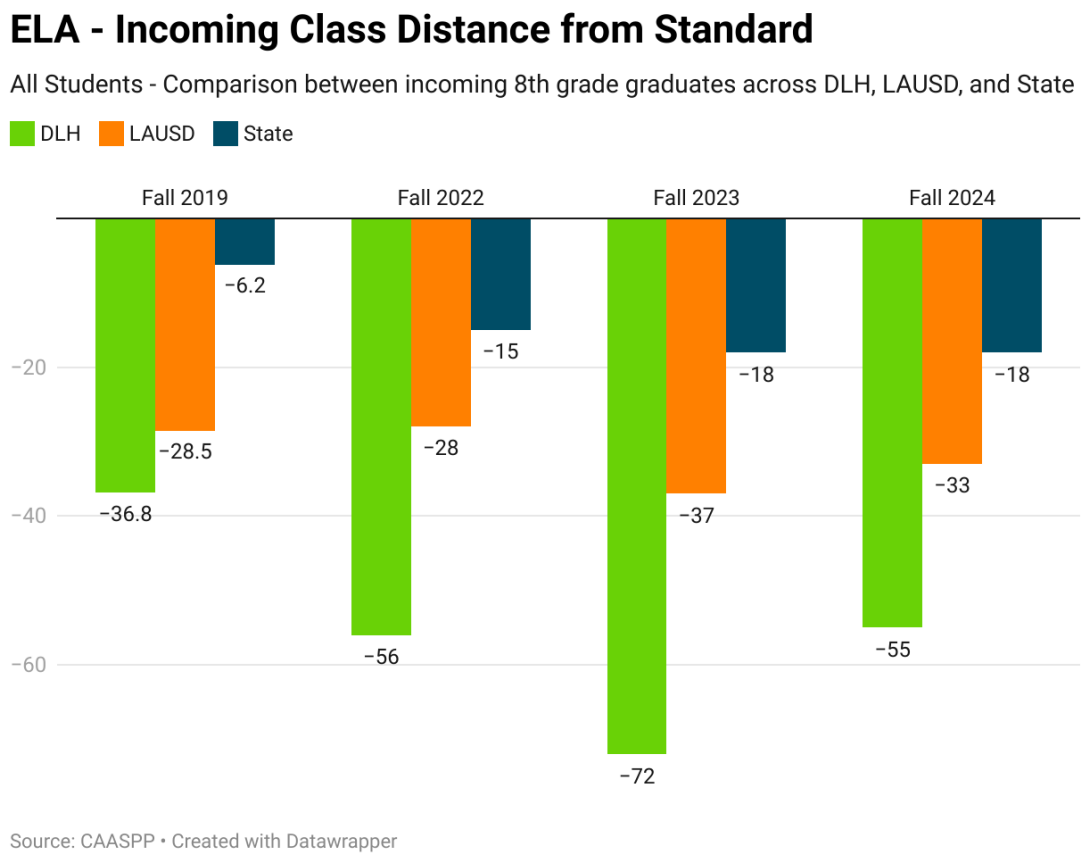
As detailed below, the Charter School uses both statewide assessments and nationally-normed internal assessments to measure progress in ELA. The Smarter Balanced Consortium Assessment ("SBAC") data is analyzed by Distance from Standard, percent of students meeting or exceeding the standard, and CORE student growth percentiles, all of which are approved by the State Board of Education as acceptable data sources for charter renewal. Oscar de la Hoya Ánimo 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")[7]. Both internal assessments are identified by the State Board of Education as acceptable verified data sources for charter renewal. Oscar de la Hoya Ánimo has successfully achieved more than one year of growth across all grades and student groups.

Incoming Academic Achievement in ELA

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, administered to 3rd - 8th and 11th grade students through the California Assessment of Student Performance and Progress ("CAASPP"), 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. Based on DFS in ELA, the most recent incoming class of students entered the Charter School in the bottom 27th percentile of performance as compared to students across the state. The Charter School is able to grow students exponentially, as depicted in the analysis below.

[7] https://www.nwea.org/about/

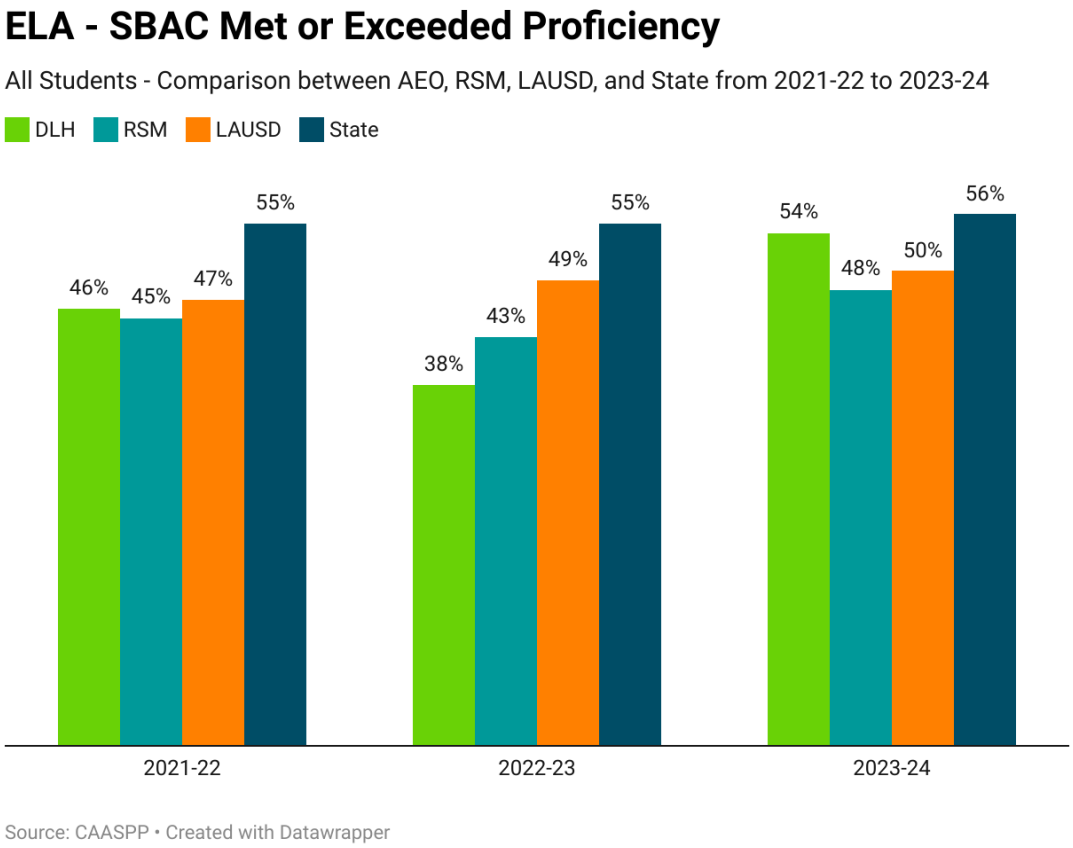
Incoming ELA Proficiency Lower than District and State



Oscar de la Hoya Ánimo and the Boyle Heights community were particularly impacted by the pandemic. As seen above, although students consistently entered Oscar de la Hoya Ánimo each Fall behind their peers as measured by the preceding Spring's testing data, the gap in achievement between students attending Oscar de la Hoya Ánimo and schools across LAUSD and state widened significantly after the pandemic. This peaked in Fall 2023, when Oscar de la Hoya Ánimo's incoming 9th grade students arrived with an average 8th grade ELA DFS of -72 points, meaning they entered a full 72 points below the standard for proficiency. By contrast, LAUSD students were -37 points below standard, and students statewide were just -18 points below. The following analysis charts Oscar de la Hoya Ánimo's ability to grow students significantly regardless of students' incoming academic achievement.

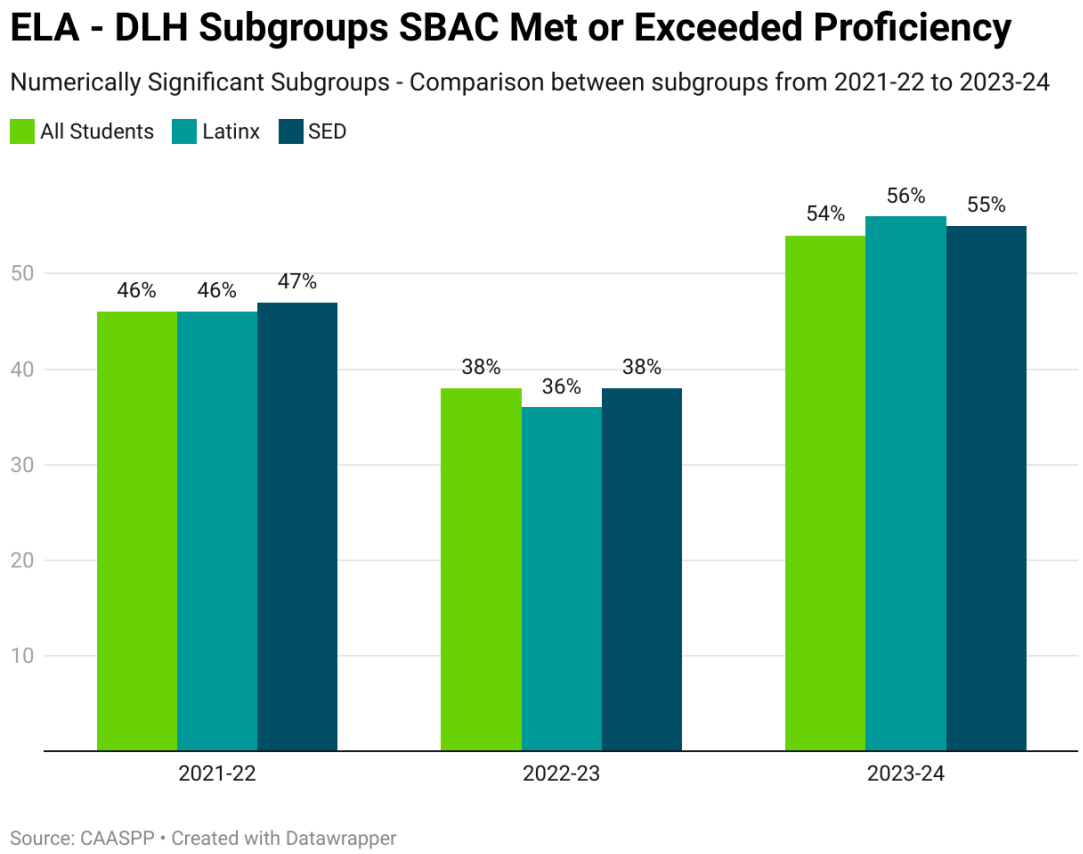
The academic trajectory of students at Oscar de la Hoya Ánimo is marked by extraordinary growth, and tells a compelling story of academic progress and resilience, one that is clearly visible through both proficiency rates and DFS scores. The data on ELA achievement levels as reflected in 8th grade test results from entering 9th grade students compared to results on testing in 11th grade, reveals both the depth of the academic challenges students face when they arrive, and the meaningful progress they make over their time at the Charter School.

English Language Arts SBAC Performance Improves over Time



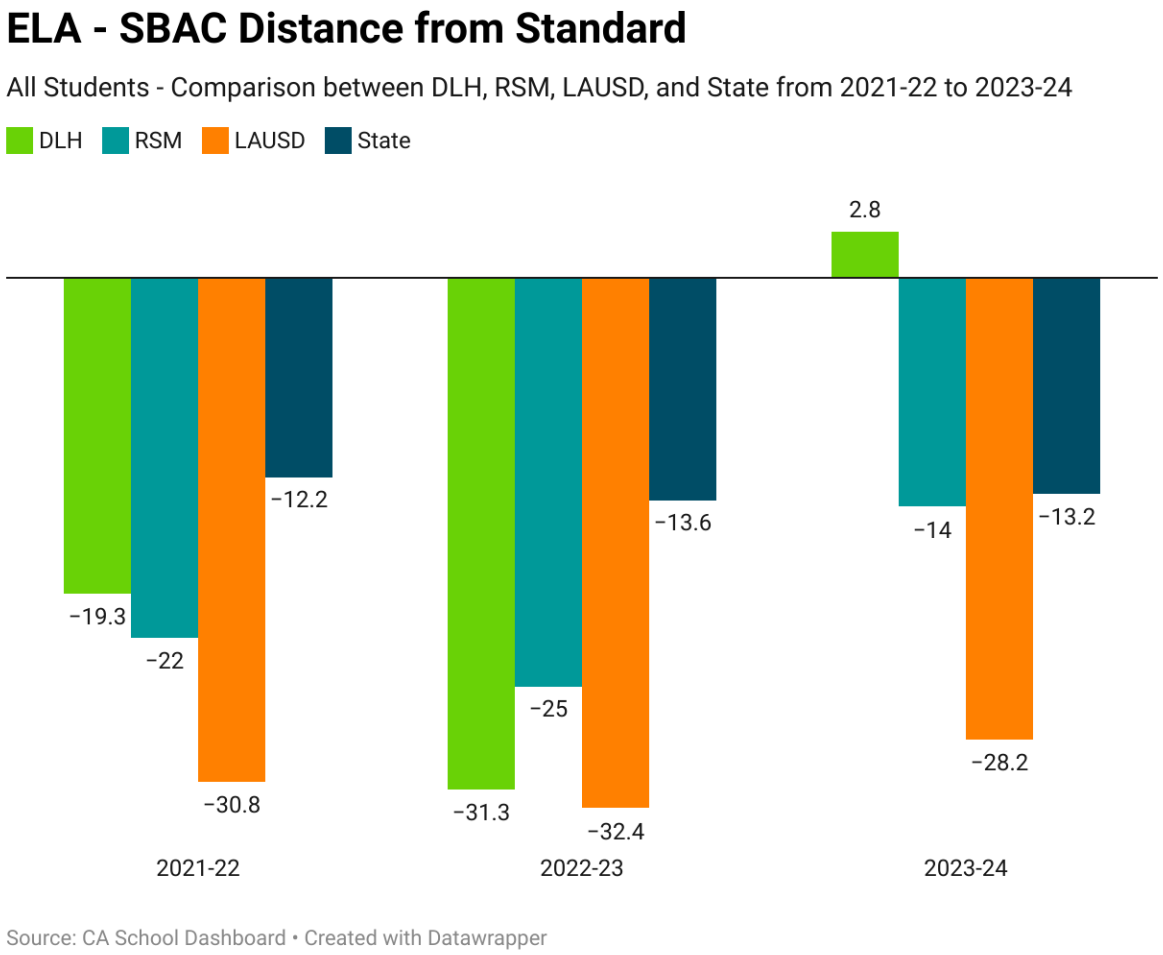
In the three-year period since the first post-pandemic Dashboard was released in 2021-22, Oscar de la Hoya Ánimo made continued progress in academic proficiency. In 2021-22, 46% of Oscar de la Hoya Ánimo students met or exceeded ELA standards, aligning closely with LAUSD (47%) and outperforming the Resident School Median (45%). The slight dip to 38% in 2022-23 is commensurate with the academic and socio-emotional challenges faced by this class when they entered high school under a distance learning structure. The Charter School's ability to make up for lost learning is evident. In 2023-24, 54% of students met or exceeded ELA standards, outpacing both LAUSD (50%) and the resident school median (48%), and approaching the state average of 56%.

English Language Arts SBAC Performance is Consistent Across Subgroups



Oscar de la Hoya Ánimo saw success among all statistically significant subgroups. The Charter School serves a predominantly Latinx and socioeconomically disadvantaged student population, and these groups closely mirror the overall student body's trajectory. Latinx students saw their proficiency rate rise to 56% in 2023-24, exceeding the Charter School. Socioeconomically disadvantaged students also excelled with 55% meeting or exceeding the standard. These outcomes are particularly significant given that these students often face compounding systemic barriers to academic success.

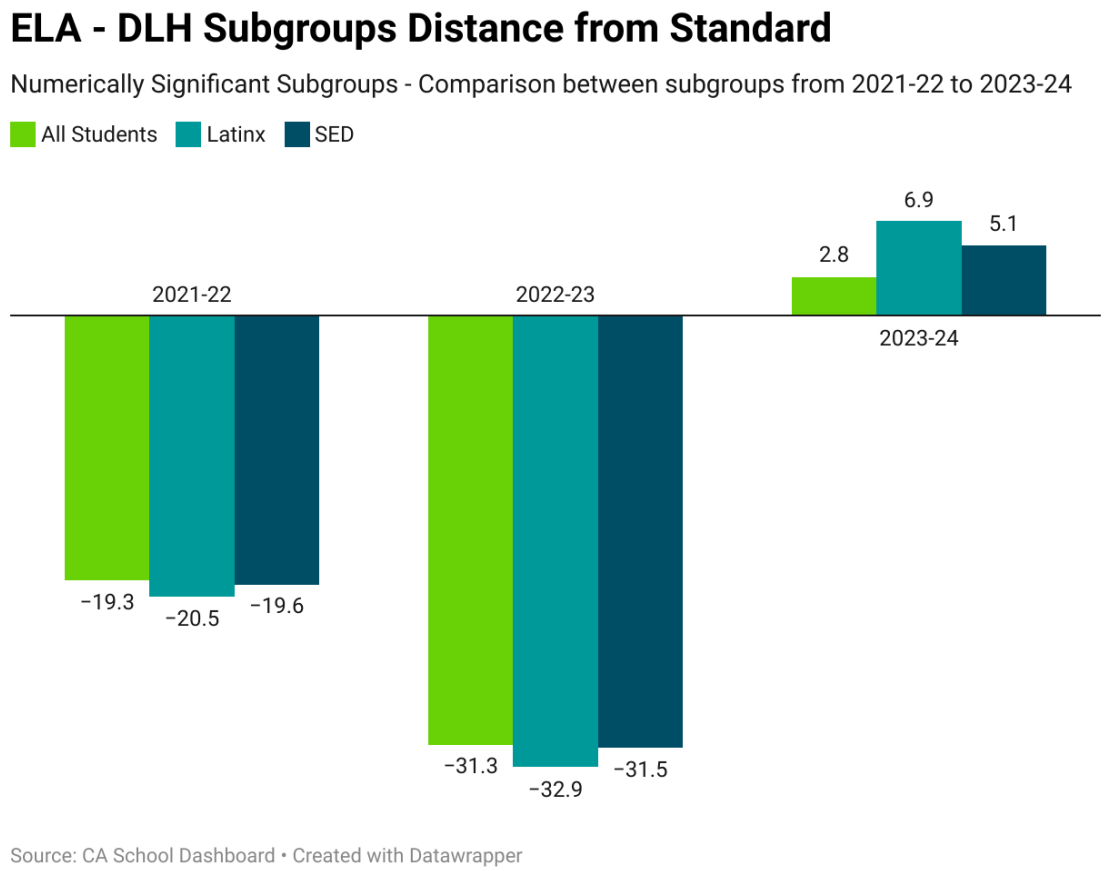
Oscar de la Hoya Ánimo Improved the Distance from Standard in English Language Arts



In 2021-22, Oscar de la Hoya Ánimo students posted a DFS of -19.3, meaning they were, on average, nearly 20 points below standard. This was significantly better than LAUSD's DFS of -30.8, demonstrating that even as many Oscar de la Hoya Ánimo's students were not quite meeting proficiency, they were closer to reaching it than their District peers.

The 11th grade class of 2022-23 entered high school during statewide public school distance learning. This provides context for the dip in ELA outcomes across all stakeholder groups when tested that year. Since then, Oscar de la Hoya Ánimo students have surged ahead. Most notably, the Charter School's DFS shifted from negative to positive to +2.8, meaning that on average, students were performing above the standard in ELA. This is a remarkable accomplishment, particularly when compared to LAUSD (-28.2) and the state (-13.2). In contrast, resident schools remained well below standard at -14.

All Statistically Significant Subgroups Improved the Distance from Standard in ELA



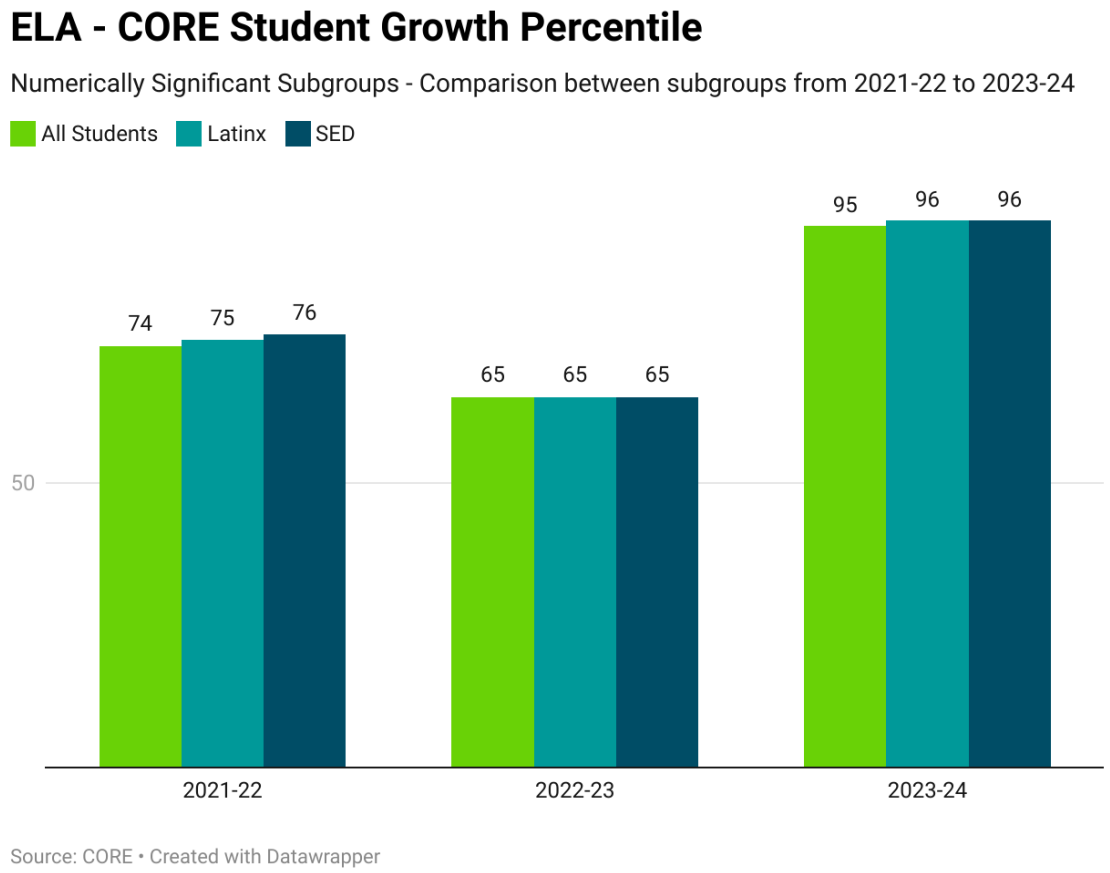
Improving to a +6.9 2023-24 DFS, Latinx students exceeded the Charter School and all statistically significant subgroups. Socioeconomically disadvantaged students also excelled with 55% meeting or exceeding the proficiency standard. These outcomes are particularly significant given that these students often face compounding systemic barriers to academic success.

SBAC CORE Student Growth Percentile

CORE Student Growth Percentile ("SGP") 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.[8] 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 growth. This metric is commonly used in CORE districts, including LAUSD, to support school improvement and instructional planning.

[8] https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1819may2023.docx, https://www.cde.ca.gov/be/ag/ag/yr23/agenda202305.asp

English Language Arts: SBAC CORE SGP - Students Across All Subgroups Achieve More Than One Year of Growth Annually



The CORE SGP data for Oscar de la Hoya Ánimo provides perhaps the most compelling evidence of the Charter School's academic effectiveness and transformative impact. Unlike static proficiency scores, which offer only a snapshot of whether students meet a specific benchmark at a single point in time, SGP tells the story of how much students grow compared to their academic peers across the state based on CAASPP data. This shows that Oscar de la Hoya Ánimo's students are not just growing; they are accelerating at an extraordinary rate. This is particularly important in schools like Oscar de la Hoya Ánimo that serve large populations of students who may begin their academic journeys below grade level due to systemic inequities or language development needs. The most recent ELA SGP data from the 2023-24 school year makes clear that Oscar de la Hoya Ánimo is delivering exceptional educational value to its students and driving some of the strongest academic growth in California. This level of growth affirms the Charter School's model, its mission, and its critical role in the community.

In 2023-24, the median SGP for all students in ELA at Oscar de la Hoya Ánimo is 95. This means the typical student grew more than 95% of academically similar students statewide. This is far beyond the 31-70 expected range of average growth and signals outstanding academic acceleration. Latinx students and students who are socioeconomically disadvantaged, who make up the majority of Oscar de la Hoya Ánimo's population, experienced the same phenomenal growth: with Latinx students and socioeconomically disadvantaged students growing more than 96% of similar students in the state. These

students, many of whom enter high school multiple grade levels behind in ELA, are growing at the very top of the scale compared to similar students statewide.

English Language Arts Verified Data - Reading Inventory Growth

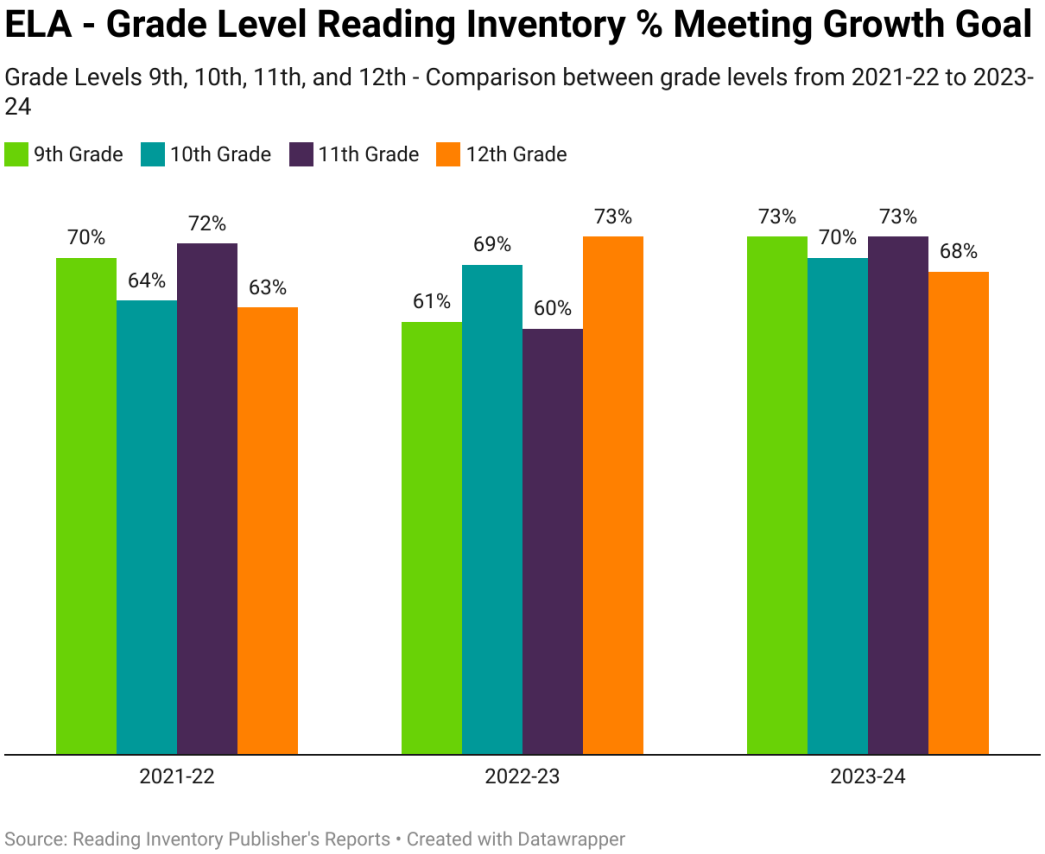
The Reading Inventory ("RI") is a nationally normed, computer-adaptive diagnostic assessment designed to measure and track students' reading ability over time, and it is on the State Board of Education's verified data list. It is widely used in schools to assess reading comprehension and monitor progress, 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.[9]

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."

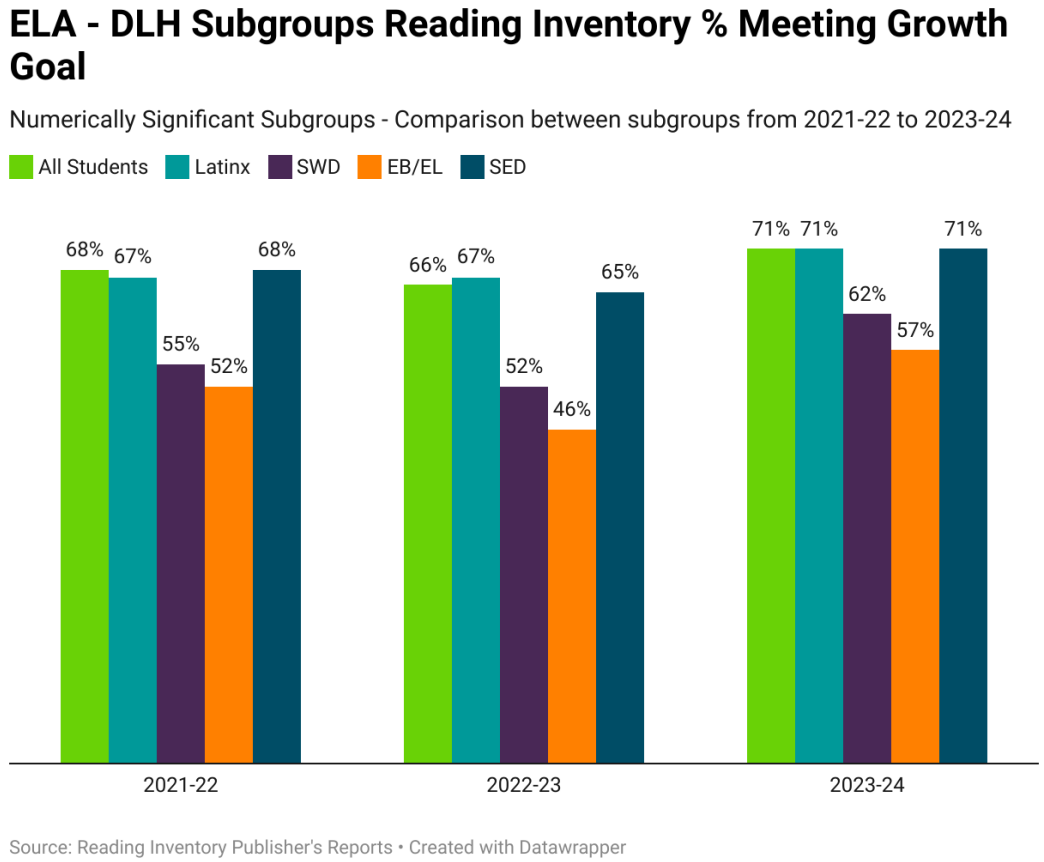
In short, the Reading Inventory is a comprehensive, norm-referenced assessment tool that provides an objective, data-driven picture of a student's reading ability and growth over time. By focusing on Lexile levels, it offers actionable insights for educators to ensure students are progressing toward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

[9] Educator Guide: Lexile Framework for Reading https://lexile.com/wp-content/uploads/2018/09/Lexile-Educator-Guide-MM0066W.pdf

Students in All Grade Levels Exceed One Year of Growth in Literacy, Annually



Students in All Subgroups Exceed One Year of Growth in Literacy



The RI data for Oscar de la Hoya Ánimo from 2021-22 through 2023-24 tells a compelling story of accelerated literacy growth across all grade levels and student subgroups. In 2023-24, 71% of students met or exceeded their individual reading growth goals, a rate that far surpasses the national benchmark of 50%. This benchmark represents expected, average annual progress; exceeding it means that a school is advancing student learning at a faster-than-typical pace.

Ninth and eleventh grade students posted the highest growth rates at 73%, reflecting targeted efforts to accelerate literacy skills early and ensure readiness for college and career by upper grades. Tenth and twelfth grade students followed closely, with 70% and 68% meeting growth goals, further evidence that literacy development is being effectively supported across all grade levels.

Growth among key subgroups also reflects Oscar de la Hoya Ánimo's commitment to educational equity. As noted above, all statistically significant subgroups exceeded the national benchmark. Latinx students, who make up the majority of the student body, matched the overall growth rate at 71%, up from 67% the year before. Socioeconomically disadvantaged students also reached 71%, demonstrating that the Charter School is fostering above-average growth even among students who often face the most systemic barriers to academic achievement. Students with Disabilities and English Learners made notable gains in 2023-24. Significantly, the number of newcomers represented in the English Learner category at the Charter School significantly increased from 10% of English Learners in 2021-22 to 21% in 2022-23. Newcomer students typically face overlapping challenges which affect outcomes in reading. Students with Disabilities increased from 52% to 62% meeting growth goals, and English Learners improved from 46% to 57%.

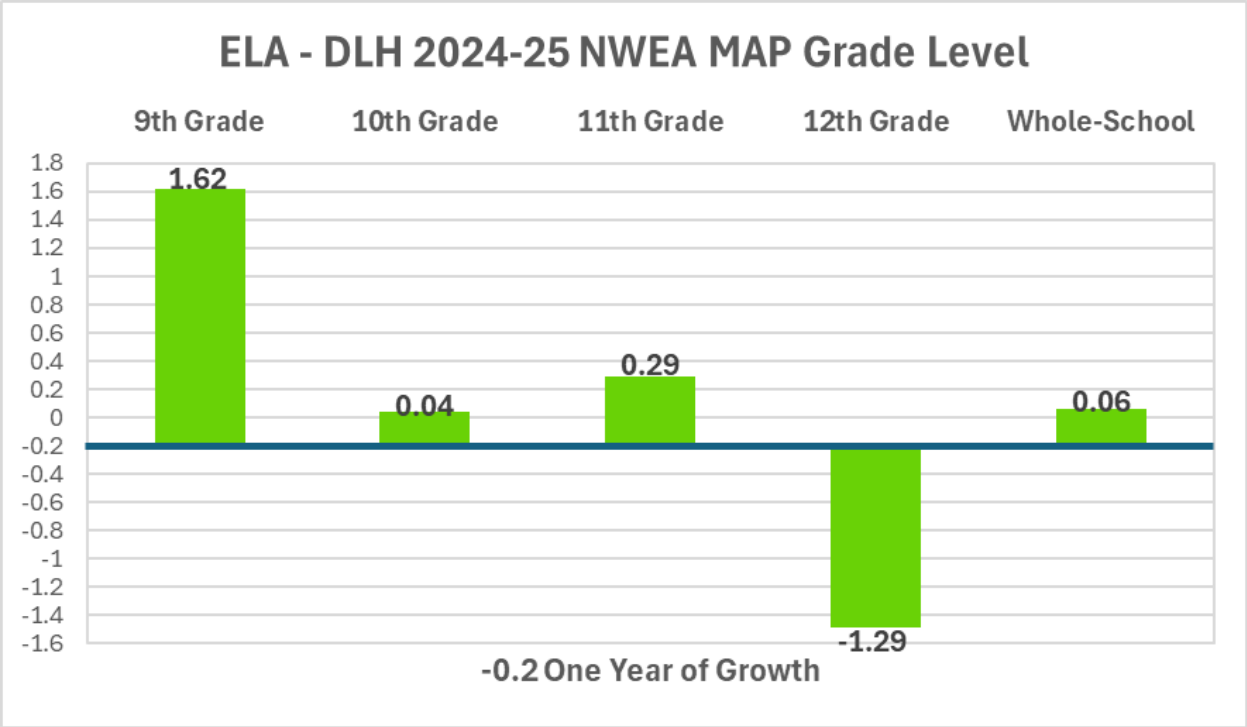
English Language Arts - NWEA MAP

The Northwest Evaluation Association's Measures of Academic Progress ("NWEA MAP")[10] 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 Oscar de la Hoya Ánimo 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.

[10] https://www.nwea.org/about/

English Language Arts NWEA MAP: Charter School Averages More Than One Year of Growth

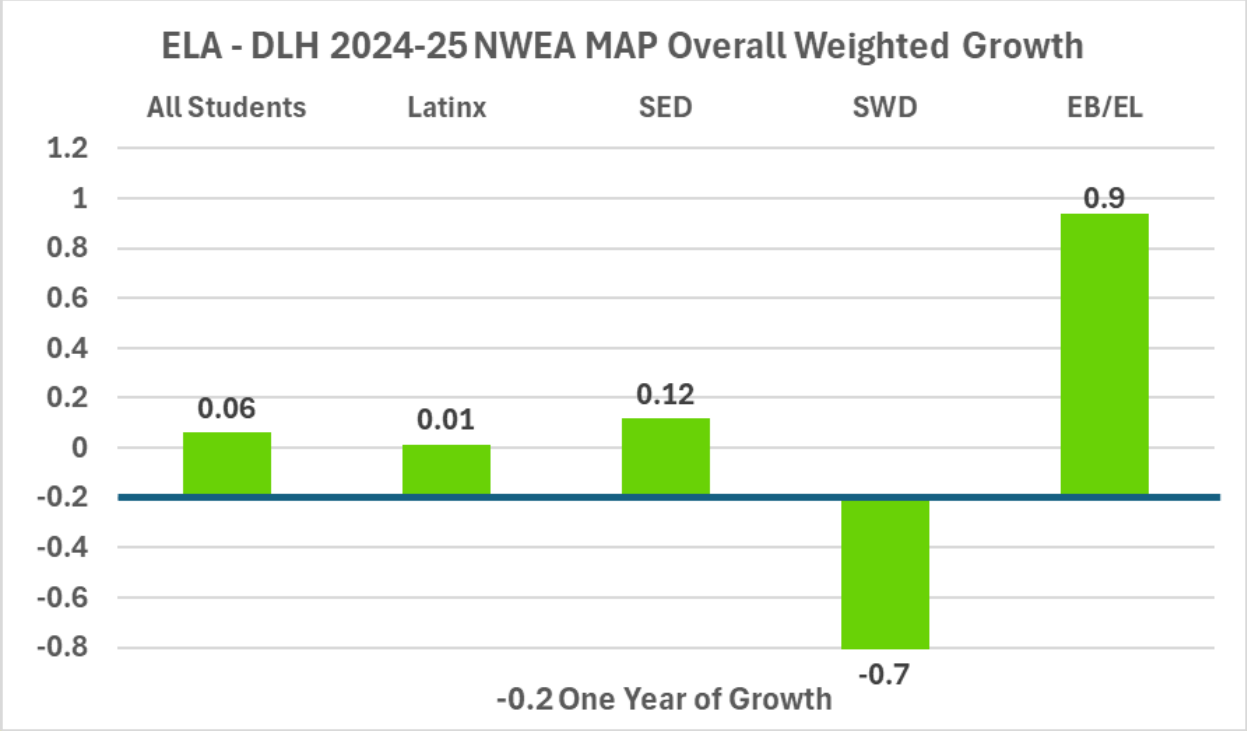


Oscar de la Hoya's MAP ELA results for 2024-25 show notable academic momentum and growth, particularly among 9th and 11th grade students. Overall, students in 9th grade posted a remarkable CGI of 1.62, more than eight times the threshold for one year of growth. This demonstrates that the school's targeted supports at the 9th-grade level such as literacy interventions, differentiated instruction, and small-group reading strategies, are yielding exceptional early results as students transition into high school.

11th grade students also exceeded growth expectations, posting a CGI of 0.29, indicating more than one year of growth. This performance is particularly encouraging, as it reflects sustained academic development in the critical college-readiness years. It also suggests that by the time students reach the upper grades, they are benefiting from the school's sustained academic supports and high-quality instruction.

12th grade scores reflect a decline, with a CGI of -1.29 for all students. However, over the charter term, 12th grade students grew more than one grade level each year. The deviation on this particular test may be due in part to students may not have the motivation to perform on a diagnostic test that does not affect their transcript or graduation. This pattern aligns with state and national trends showing lower assessment engagement among seniors. Despite this, the school continues to work toward maintaining engagement and academic rigor in the final year of high school.

English Language Arts NWEA MAP: All Students and Subgroups Achieve More Than One Year of Growth



Disaggregated data reveals several additional strengths:

- English Learners showed strong growth in 10th (1.33) and 12th grade (2.07), indicating that the school's integrated ELD strategies and language-rich environments are supporting language acquisition alongside content mastery, particularly as these students gain more fluency over time.
- Socioeconomically Disadvantaged students, who comprise the vast majority of Oscar de la Hoya's population, performed comparably to the overall group and showed strong growth in 9th and 11th grade, demonstrating that when provided with robust, responsive academic supports, students from underserved backgrounds can and do thrive.
- On the whole, the combined weighted CGI for all students (0.06), which is above the minimum threshold of one year of growth. Oscar de la Hoya's MAP results in ELA underscore the school's deep commitment to accelerating learning, closing gaps, and ensuring that every student has the opportunity to grow.

Summary of Success in ELA

Exceptional Academic Growth

- Students enter 9th grade with an average ELA DFS of -72, nearly double LAUSD's gap (-37) and four times the state's (-18), yet achieve rapid academic progress by 11th grade.

Above-Benchmark Proficiency

- 54% of students met or exceeded ELA standards on the 2023-24 CAASPP, surpassing LAUSD (50%) and resident schools (48%), and closely matching the state (56%).

- The Charter School's average DFS improved from -31.3 to +2.8, placing students above the proficiency threshold.

Outstanding Growth Percentiles

- Analyzing SBAC data in a way that reflects growth, reflects that students achieved a CORE Median SGP of 95 in 2023-24, meaning students outpaced 95% of their academic peers statewide in ELA growth.
- Latinx and socioeconomically disadvantaged students posted SGPs of 96, among the highest growth rates in California.
- These results confirm what the proficiency scores suggest: Oscar de la Hoya Ánimo is one of the most effective schools in California at accelerating student learning in ELA.

Nationally Benchmarked Reading Growth

- 71% of students met or exceeded their Reading Inventory growth goals, far surpassing the national benchmark of 50%.
- Growth among English Learners rose from 46% to 57%, and among Students with Disabilities from 52% to 62%.

Subgroup Success

- Latinx students improved ELA SBAC DFS from -32.9 to +6.9; proficiency rose from 36% to 56%.
- Socioeconomically disadvantaged students increased from -31.5 to +5.1 ELA SBAC DFS; proficiency improved from 38% to 55%.

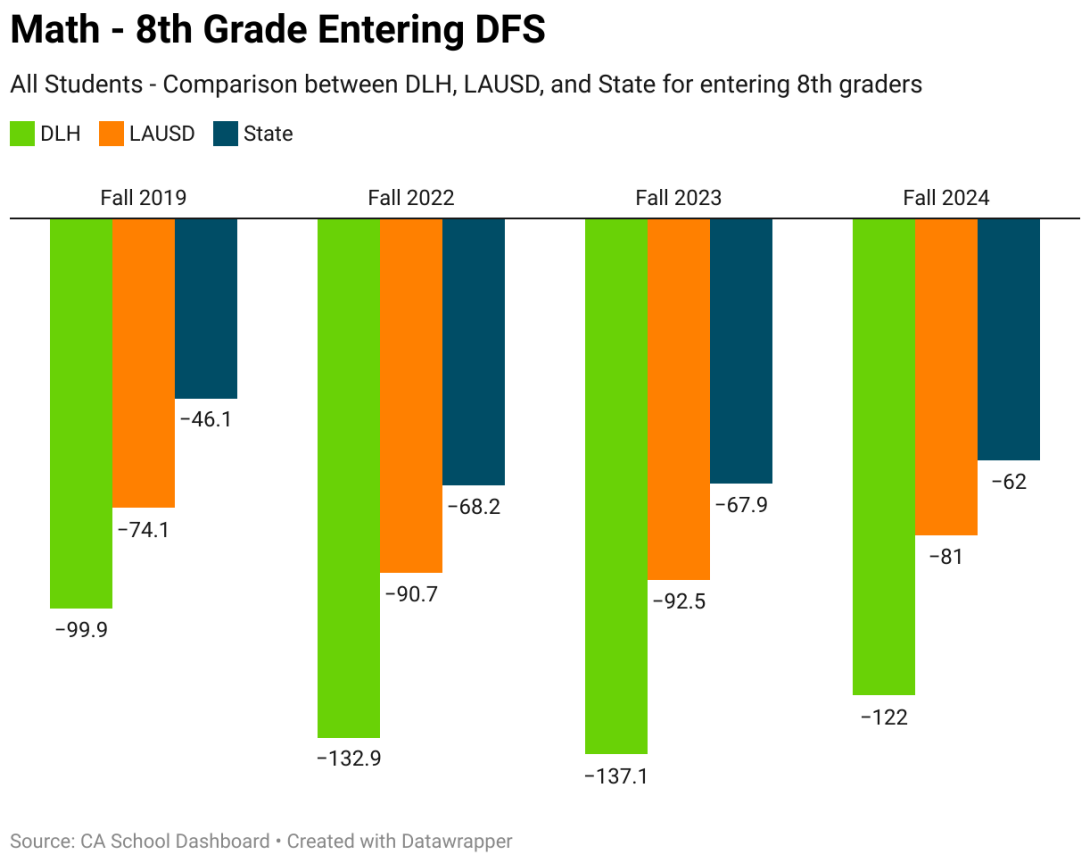
Meaningful Gains for Highest-Need Students

- Students with Disabilities improved ELA SBAC DFS from -126.4 to -118.3.
- English Learners made a 44-point ELA SBAC DFS gain, from -109 to -64.7, evidence of progress and impact of personalized supports.

Success in Math

The Distance from Standard data for incoming Oscar de la Hoya Ánimo students, assessed at the end of 8th grade, underscores the significant academic challenges these students face before even beginning high school. In each of the past four years, Oscar de la Hoya Ánimo's incoming 9th graders have started well below grade-level expectations in math, with performance gaps that exceed both District and statewide averages.

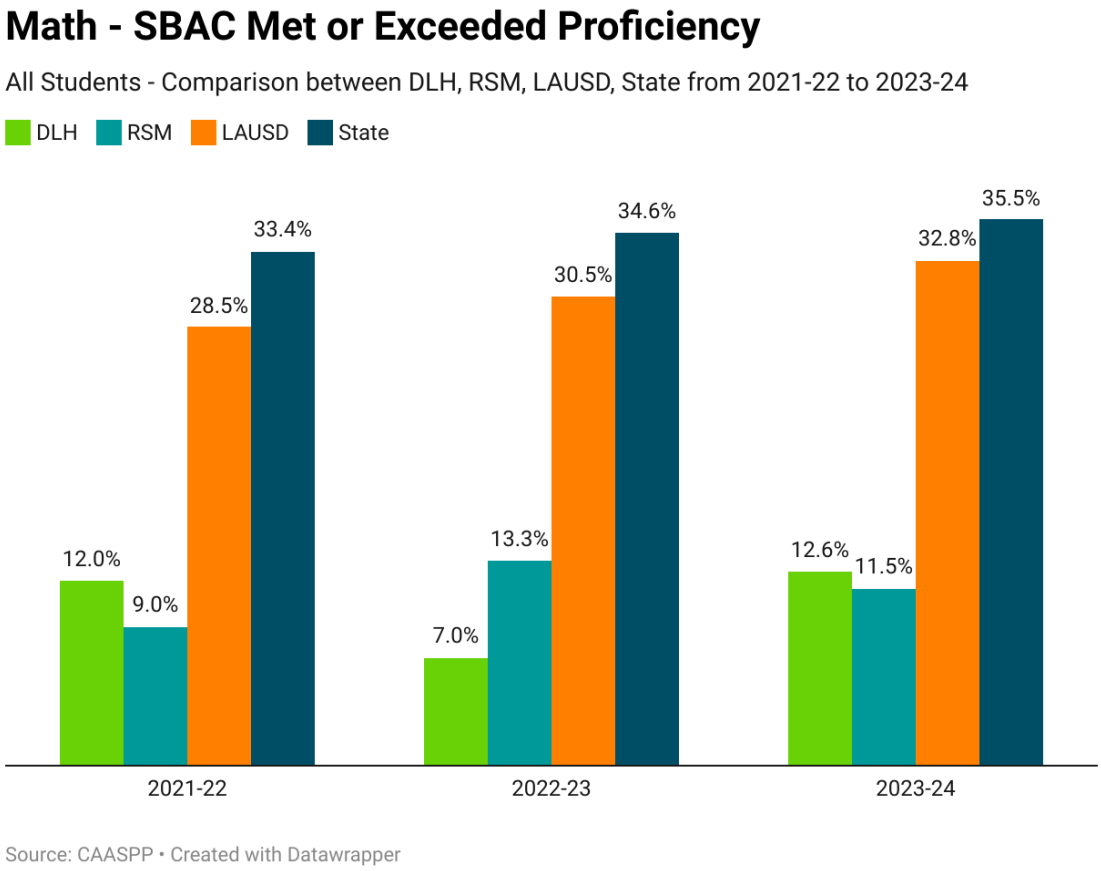
Math SBAC DFS: Oscar de la Hoya Ánimo Incoming Math Proficiency Lower than District and State



Each fall, the Charter School welcomes 9th grade students whose average incoming math performance levels are among the lowest in the state. As mentioned above, the pandemic had a profound impact on the families in Boyle Heights that the Charter School serves. In Fall 2019, freshmen arrived at Oscar de la Hoya Ánimo with an average 8th grade DFS of -99.9, already significantly below both the LAUSD average (-74.1) and the statewide average (-46.1). Over time, this academic preparation gap has grown even wider. By Fall 2022 and 2023, students arrived with DFS scores of -132.9 and -137.1, respectively. In Fall 2024, after some gains, students were still entering nearly 60 points below the state average and over 40 points below LAUSD. The entering DFS data contextualizes student outcomes over time.

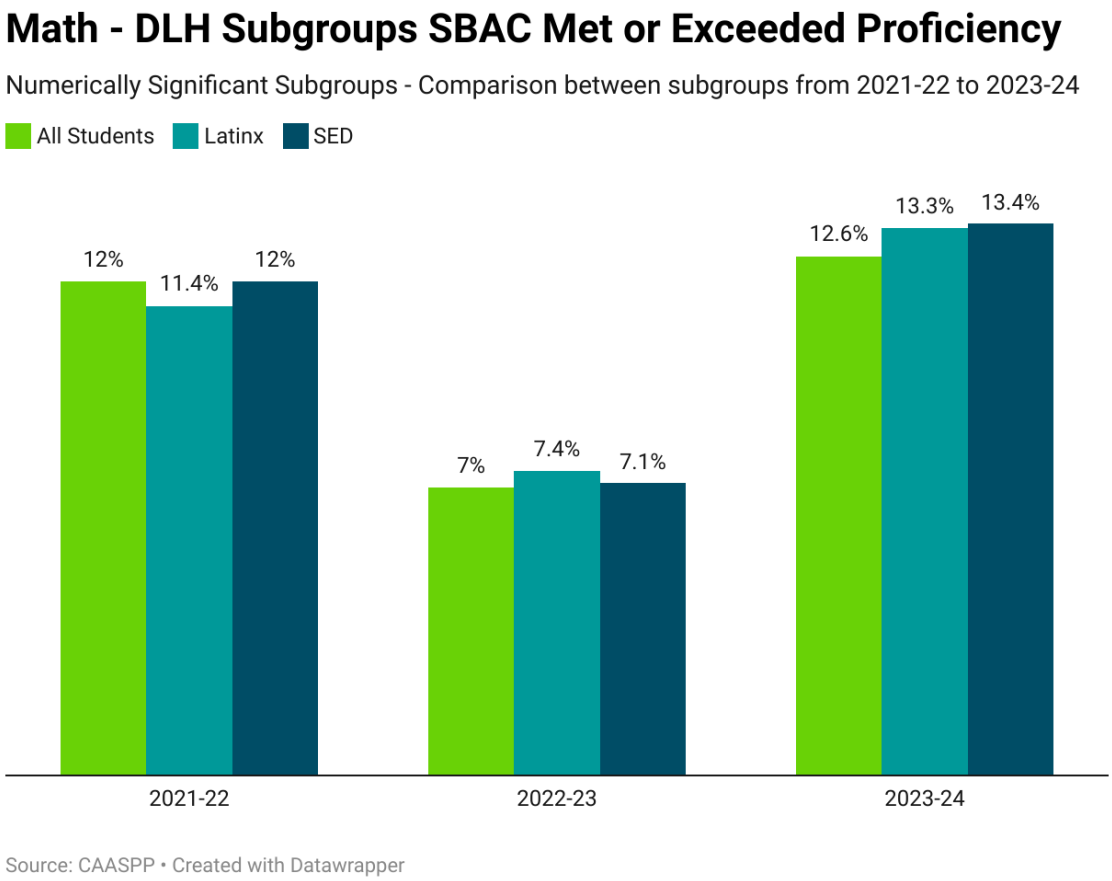
Math SBAC Performance - Met or Exceeded Proficiency

Math Proficiency Nearly Doubled from SY23 to SY24 and Exceeds the Resident School Median



The Math performance data for Oscar de la Hoya Ánimo since the first post-pandemic Dashboard was released in 2021-22, tells a complex but deeply important story, one that highlights the realities of systemic academic inequities while also pointing to signs of meaningful progress, particularly in recent years. In 2021-22, 12% of students met or exceeded the standard, dipping to 7% in 2022-23, and reaching 12.6% in 2023-24. These percentages closely mirror outcomes at comparable resident schools, which moved from 9% to 11.5% during the same period. These outcomes are particularly significant considering the incoming proficiency levels of the Charter School's students.

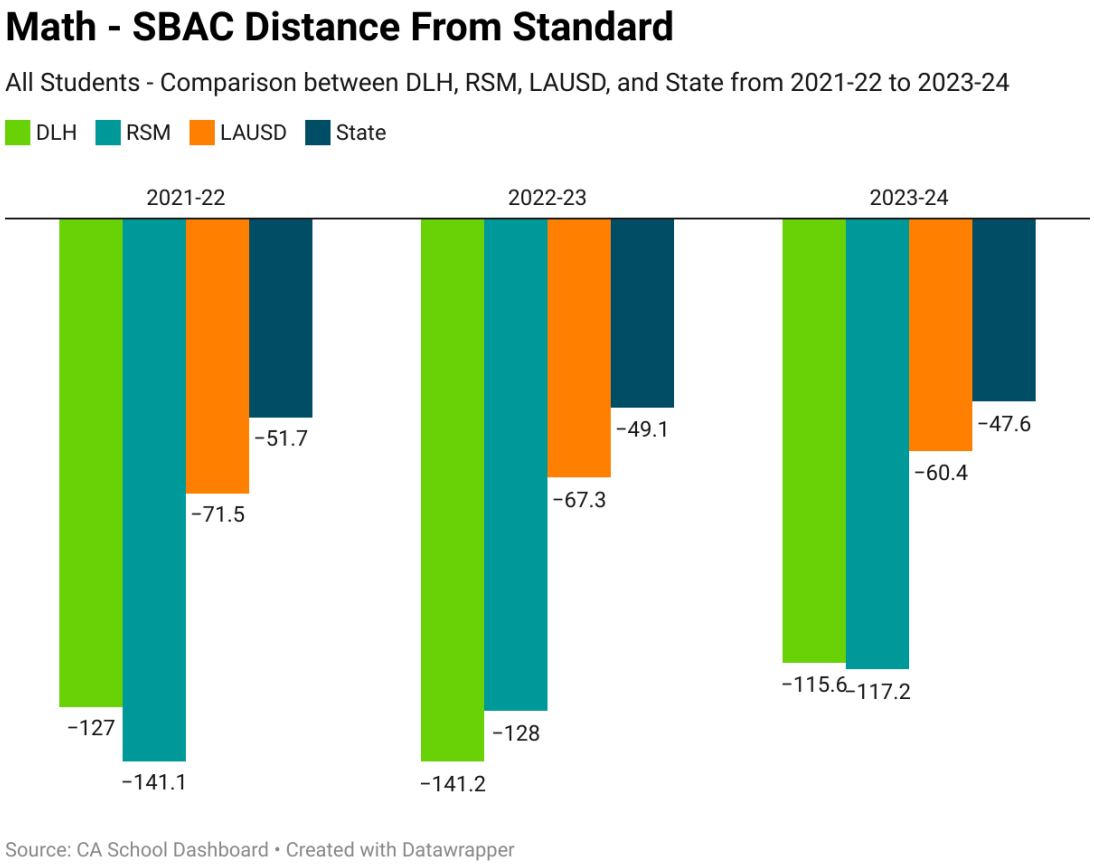
Math Proficiency is Consistent Across Subgroups, with Socioeconomically Students Exceeding Overall Student Performance



The Math performance data for Oscar de la Hoya Ánimo, broken down by subgroup over the last three years shows encouraging signs of forward momentum, especially among the Charter School's largest student populations. Among all students, the percentage of those meeting or exceeding the math standard declined from 12.0% in 2021-22 to 7.0% in 2022-23, before rebounding to 12.6% in 2023-24. This same pattern is reflected among Latinx students, who make up the overwhelming majority of the Charter School's population: their proficiency rate dropped from 11.4% to 7.4%, then jumped to 13.3% in the most recent year. Similarly, socioeconomically disadvantaged students saw proficiency rates rise from 7.1% to 13.4% between 2022-23 and 2023-24, outperforming the schoolwide average.

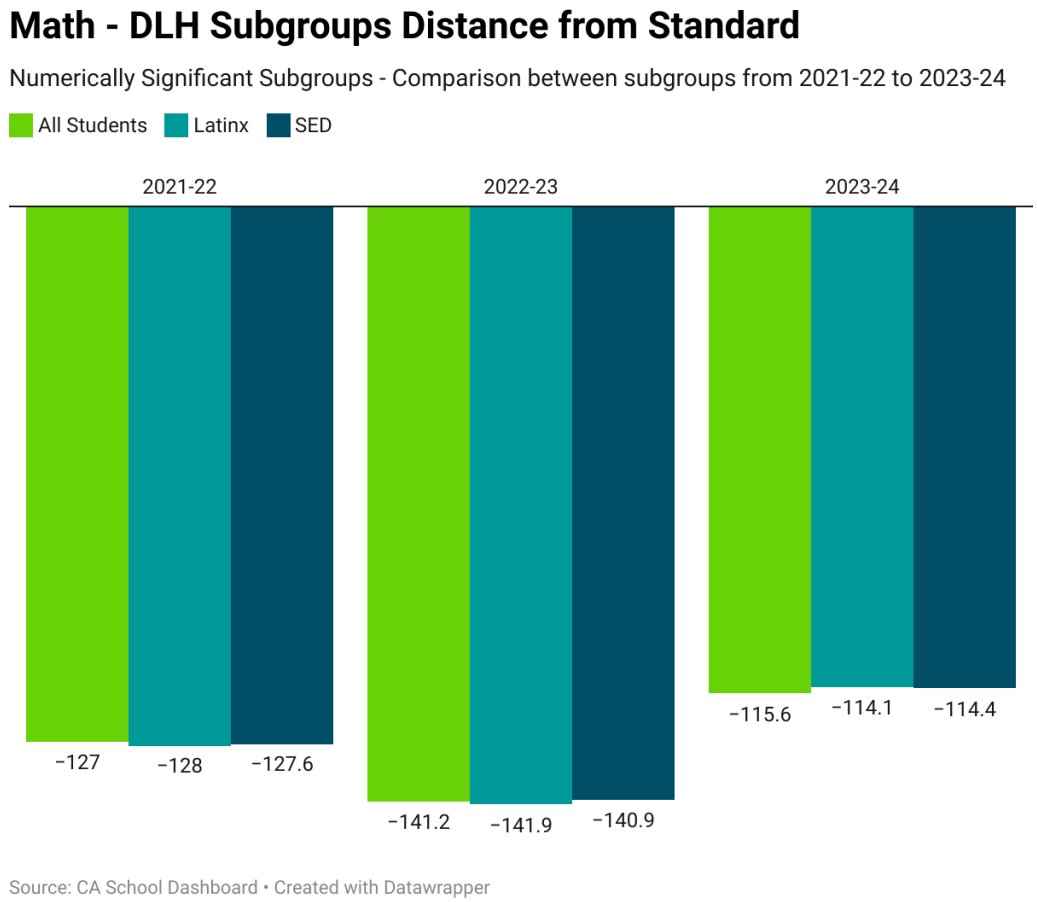
Math SBAC Performance - Distance from Standard

Distance from Standard in Math is Improving Over Time



Proficiency percentages alone do not fully capture the progress being made. The DFS data adds critical context. As seen earlier, students at Oscar de la Hoya Ánimo had incoming proficiency levels ranging from -99 to -137.1 points below the standard. This is in part due to having experienced distance learning during critical middle and high school years. By 2023-24, the school shows an upward trend as students improved to a distance from standard of -115.6, a 25.6-point gain in just one year. That level of improvement reflects a significant academic recovery and indicates that students are moving closer to grade-level expectations.

Students Across Statistically Significant Subgroups Show Similar Improvement in Distance from Standard



The subgroup DFS data provides additional insight into how far student groups are progressing toward meeting grade-level expectations. Among all students, the average DFS improved from -141.2 to -115.6, a significant 25.6-point gain in just one year. This growth was mirrored almost exactly among Latinx and socioeconomically disadvantaged students, which both saw improvements of over 26 points.

Math CORE SGP - More than One Year of Growth for All Students

The CORE SGP data for Math at Oscar de la Hoya Ánimo provides powerful insight into student learning that goes far beyond traditional proficiency scores and highlights how much students are learning relative to their academic peers across the state.

Students Across All Subgroups Experienced Above Average Growth in Math

In 2023-24, Oscar de la Hoya Ánimo students posted a median Math SGP of 86, meaning the typical student grew more than 86% of similarly performing students statewide. This places the Charter School well above the "average" growth range of 31-70, and firmly into the category of exceptional growth, a signal of meaningful academic momentum for students who often enter far behind grade level.

This remarkable progress was mirrored across the Charter School's core subgroups. Latinx students achieved an SGP of 87, up from 51 the previous year. Socioeconomically Disadvantaged students also reached an SGP of 86, marking a dramatic growth acceleration. Especially significant is that these students are outpacing nearly all of their peers across the state, despite starting with deeper learning gaps.

The SGP data also shows a recovery from a dip in 2022-23, when the median growth percentile for all students was 51, within the range for one year of growth. That year marked a slowdown likely tied to the lingering disruptions to this 11th grade class, which entered the school under the structure of distance learning, and the intensive academic recovery efforts that followed. The rebound in 2023-24, with SGPs rising more than 30 points across all reported subgroups, reflects the Charter School's ability to respond effectively and help students regain, and exceed, academic traction.

Summary of Success in Mathematics

Oscar de la Hoya Ánimo has demonstrated meaningful and measurable progress in Math, particularly given the substantial academic gaps students face upon entry. The Charter School's impact is most evident in the rate of student growth over time, which signals that despite starting far behind their peers, students are rapidly accelerating toward proficiency and beyond.

Extraordinary Growth from Deep Deficits

- Students enter Oscar de la Hoya Ánimo with some of the deepest math achievement gaps in the state. In Fall 2023, incoming 9th graders had an average DFS of -137.1, nearly 60 points below the state average and more than 40 points behind LAUSD. These foundational gaps, consistent across recent cohorts, reflect the significant academic challenges students face before high school even begins.

Significant Gains in Proficiency and Scale Score

- Math proficiency at Oscar de la Hoya Ánimorebounded strongly, rising from 7% in 2022-23 to 12.6% in 2023-24, slightly ahead of resident schools (11.5%) and on par with the Charter School's pre-pandemic levels.
- At the same time, average DFS improved from -141.2 to -115.6 in just one year, a 25.6-point gain that signals measurable student progress toward proficiency.

Outstanding Growth Percentiles

- In 2023-24, Oscar de la Hoya Ánimo posted a Math CORE SGP of 86, meaning students grew more than 86% of academic peers statewide, well above the 31-70 "average growth" range and into the top tier for statewide growth.
- Latinx students achieved an SGP of 87, and Socioeconomically Disadvantaged students reached 86, confirming that the Charter School is producing exceptional learning acceleration across its core subgroups.

Subgroup Success

- Latinx students saw math proficiency rise from 7.4% to 13.3% in 2023-24 and posted a 26-point DFS gain.
- Socioeconomically Disadvantaged students outperformed the schoolwide average in proficiency, jumping from 7.1% to 13.4%, and also gained more than 26 points in DFS, evidence that Oscar de la Hoya Ánimo is successfully narrowing equity gaps.

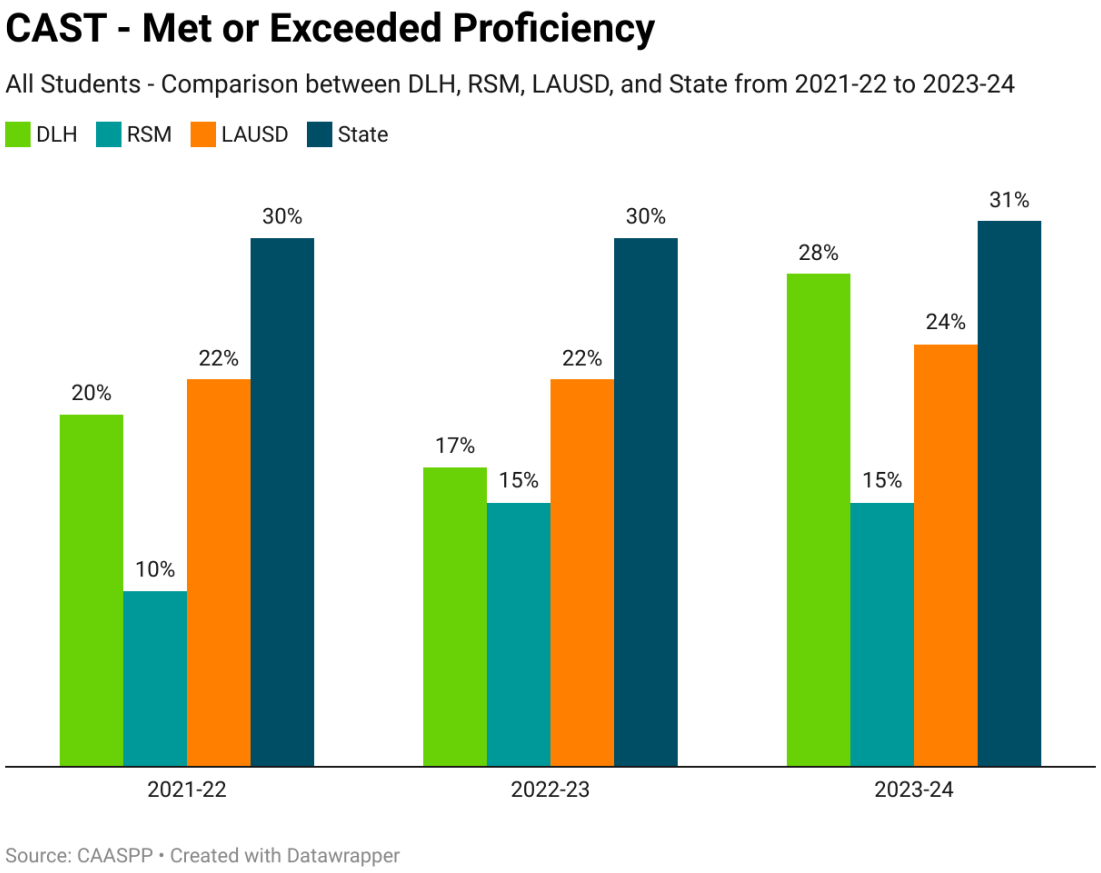
Success in Science: California Science Test

First administered in 2019, the California Science Test ("CAST")[11] is aligned with the California Next Generation Science Standards for California Public Schools ("NGSS"). The CAST assesses Oscar de la Hoya Ánimo's 11th grade students in all 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's charter school renewal performance category determinations.

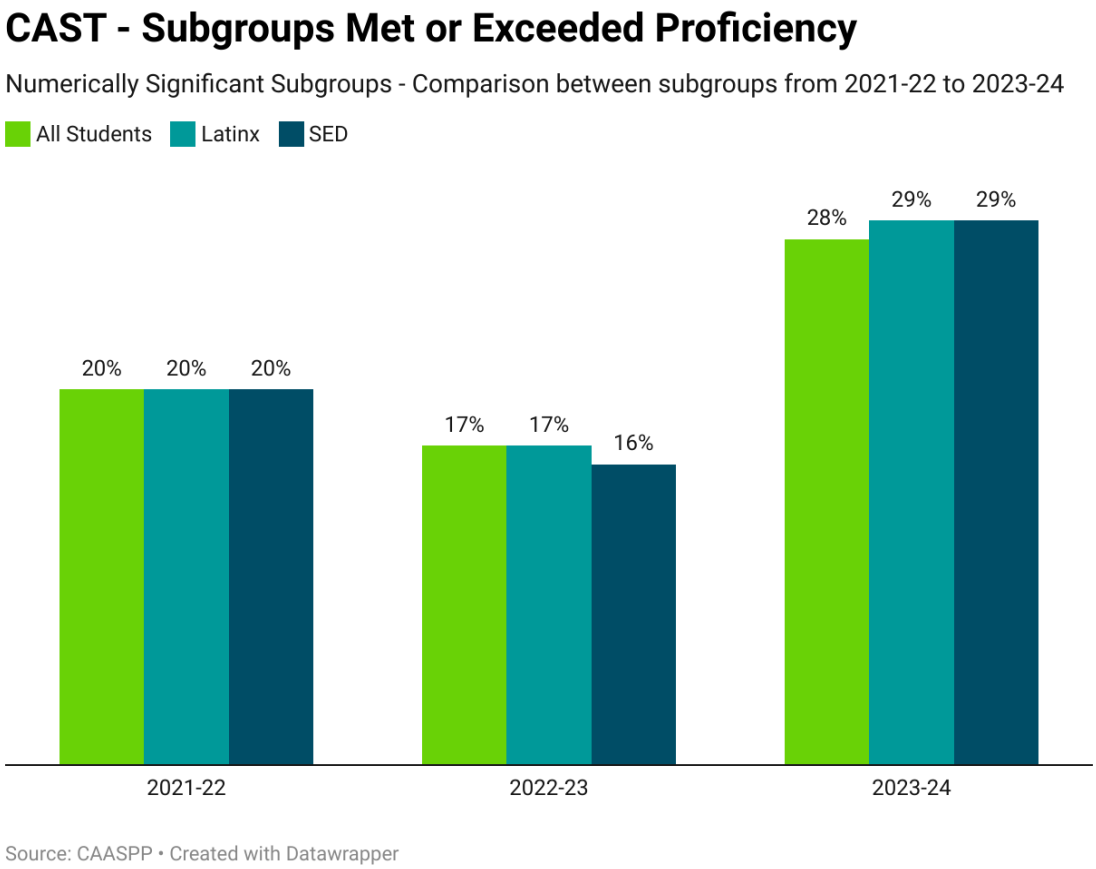
Oscar de la Hoya Ánimo uses CAST results to strengthen their science programs and ensure alignment with NGSS. The Charter School views performance on the assessment as one measure of how well students are developing the inquiry skills and scientific literacy needed for success in high school and beyond.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

[11] https://www.caaspp-elpac.org/assessments/caaspp/cast

Science Proficiency Increased Significantly Over Time



Science Proficiency Increased Significantly Across All Subgroups



The CAST data for Oscar de la Hoya Ánimo from 2021-22 through 2023-24 highlights a steady and encouraging upward trend in science achievement, particularly in the most recent year. In 2023-24, 28% of Oscar de la Hoya Ánimo students met or exceeded the standard on the CAST, an 11-point gain from the previous year and the Charter School's highest performance over the three-year span. The significant gain in science achievement in the prior school year affirms the Charter School's commitment to expanding opportunities in STEM and preparing students not just for graduation, but for college and careers in fields that require critical thinking, data analysis, and scientific reasoning.

This progress is especially significant when viewed in comparison to both local and statewide benchmarks. Oscar de la Hoya Ánimo students outperformed LAUSD (24%) and more than doubled the performance of similar resident schools (15%). The Charter School also closed much of the gap with the state average of 31%, a notable achievement given that many Oscar de la Hoya Ánimo students enter high school significantly below grade level in core academic subjects, including science.

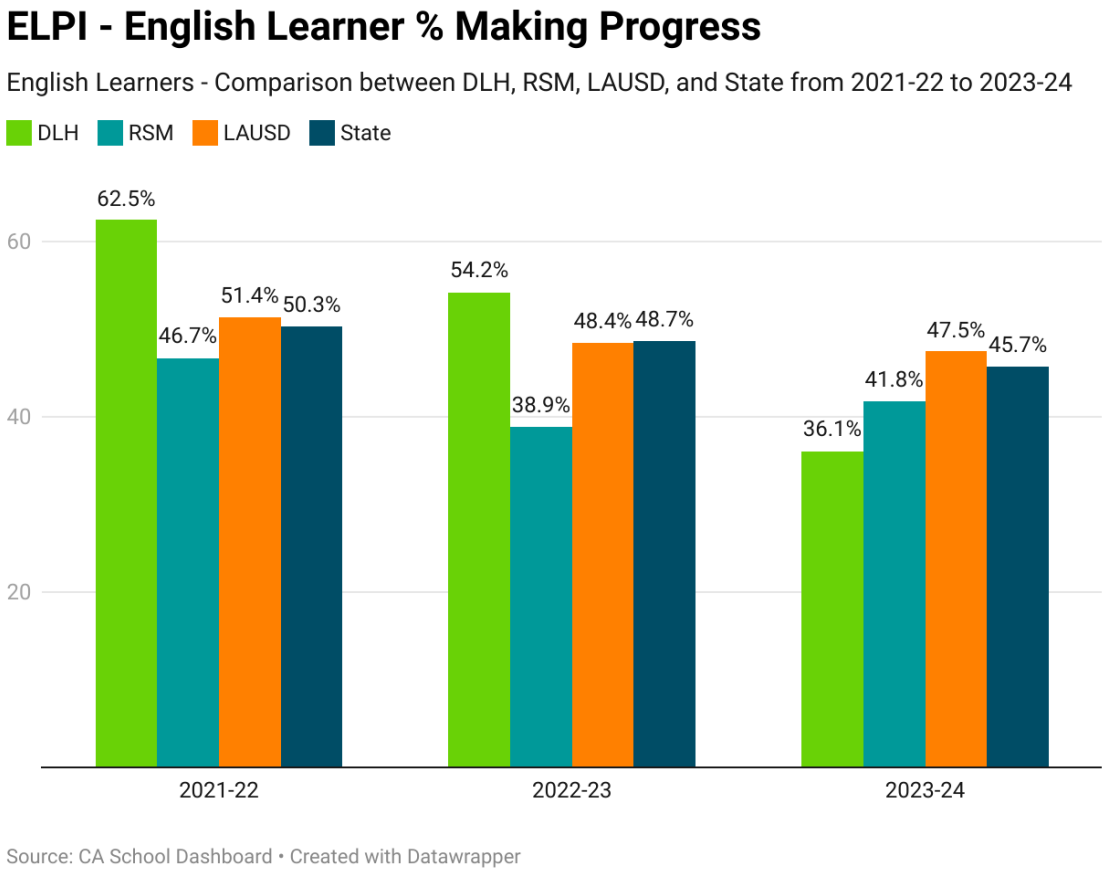
Gains among the Charter School's core student populations, Latinx and Socioeconomically Disadvantaged students, who make up the overwhelming majority of the Charter School community, reflect a schoolwide effort to build scientific literacy, inquiry-based thinking, and college-readiness skills in alignment with the Next Generation Science Standards. Across three years, the percentage of all students meeting or exceeding standards in science increased from 20% in 2021-22 to 28% in 2023-24, an 8-point gain. The growth trajectory for Latinx students mirrored this trend, rising from 20% to 29%, a 9-point gain. Similarly, Socioeconomically Disadvantaged students improved from 20% to 29% during the same period.

These gains are especially significant when viewed through the lens of understanding that Oscar de la Hoya Ánimo serves a student body with historical and systemic barriers to academic opportunity, particularly in STEM fields. The Charter School's CAST growth signals not only strengthened instructional capacity but also an inclusive, equity-focused science program that is enabling traditionally underserved students to achieve at higher levels.

English Language Proficiency Indicator

The English Language Proficiency Indicator ("ELPI") 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"). 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.

English Learner Performance Indicator Exceeded the State 2 of the Last 3 Years



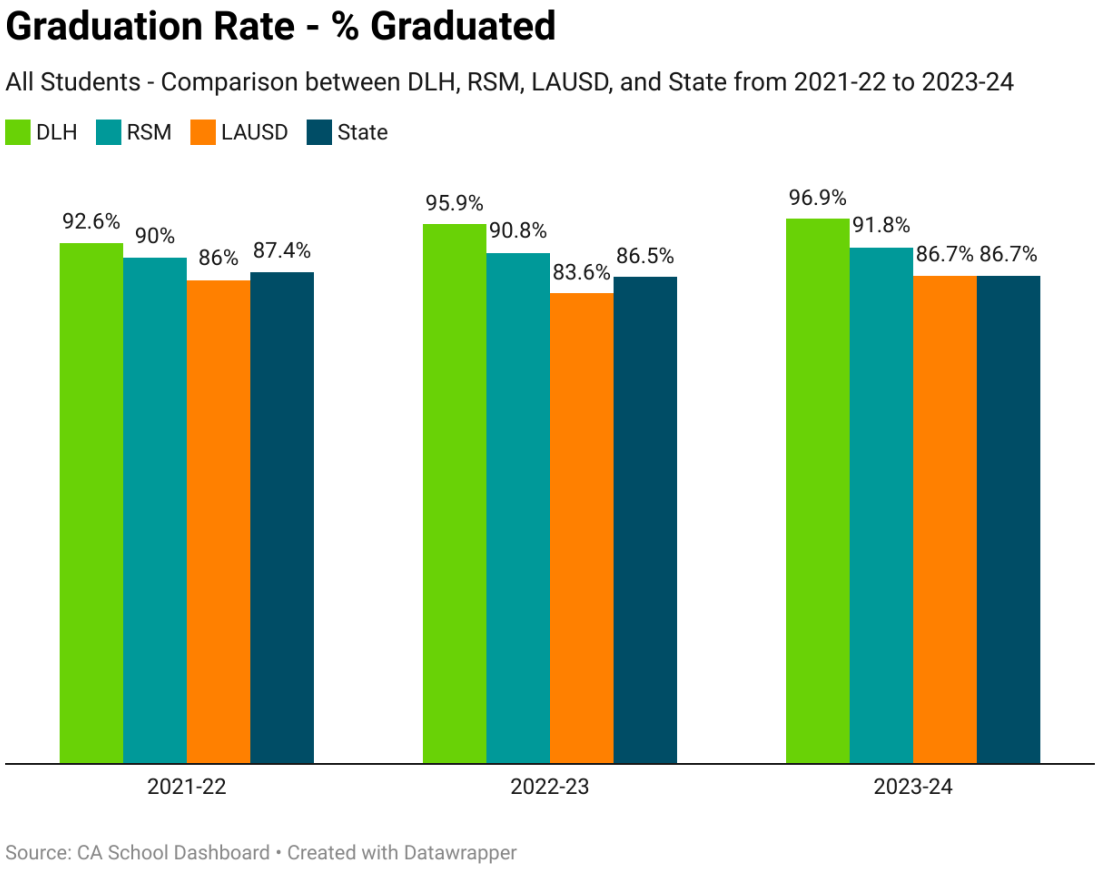
In 2022, 62.5% of Oscar de la Hoya Ánimo's English Learners demonstrated growth, a rate that significantly outpaced the District (51.4%) and the state (50.3%), and reflected strong momentum in supporting language development.

Several factors may contribute to the trend at Oscar de la Hoya Ánimo. The long-term effects of pandemic-era learning loss are particularly acute for English Learners, who often require consistent, immersive language support that may have been disrupted. Additionally, Oscar de la Hoya Ánimo's

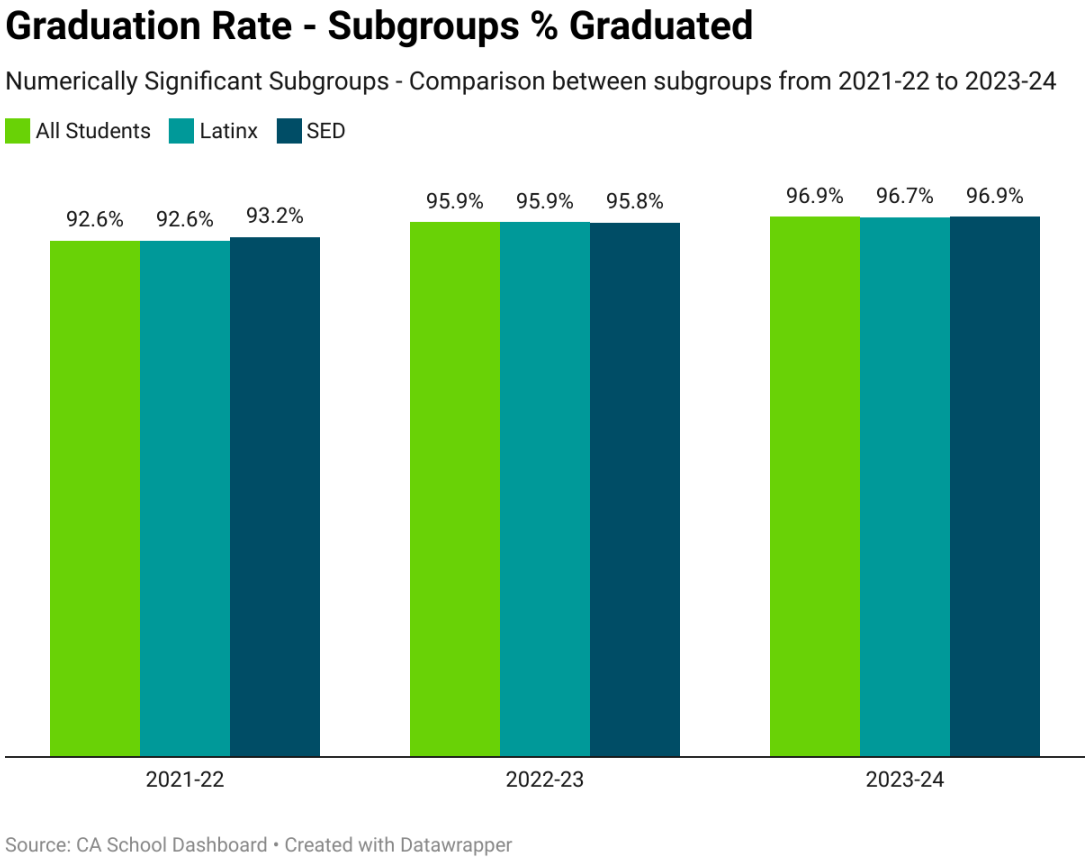
English Learner population includes a high number of long-term English Learners and students with overlapping needs, such as those who are also socioeconomically disadvantaged and have disabilities. Also contributing to these outcomes is a significant increase in Newcomers to the school: from 10.2% in 2021-22 to 26.0% in 2023-24, of Newcomers taking the ELPAC. The Charter School anticipates that future English Learner Progress Indicators will be reflective of the investments made to support English Learners at the school.

Success in College and Career Readiness

Graduation Rates Consistently Outperform the State



All Statistically Significant Subgroups Graduate at High Rates



The graduation data for Oscar de la Hoya Ánimo over the past three years, and the charter term, reflects a consistently exceptional record of student completion, significantly outperforming local and state benchmarks. Oscar de la Hoya Ánimo's cohort graduation rates tell a powerful story of student perseverance, school accountability, and academic support. Whether through its college-going culture, advisory programs, credit recovery efforts, or targeted academic interventions, the Charter School is ensuring that all students, regardless of background or initial proficiency, have a clear and supported path to graduation. These results reflect the Charter School's alignment with LAUSD's goals for college and career readiness and reinforce the value Oscar de la Hoya Ánimo brings to the broader educational landscape.

In 2023-24, 96.9% of Oscar de la Hoya Ánimo students graduated, the Charter School's highest rate since the pandemic. This places Oscar de la Hoya Ánimo well above the Resident School Median at 91.8%, LAUSD at 86.7%, and the State of California, which also stood at 86.7%. This trend of high achievement is consistent. Since 2021-22, Oscar de la Hoya Ánimo has maintained a graduation rate above 92%, rising each year, from 92.6% in 2021-22 to 95.9% in 2022-23, and reaching nearly 97% in 2023-24. These gains show both stability and continuous improvement, even as state and District rates have fluctuated or remained flat.

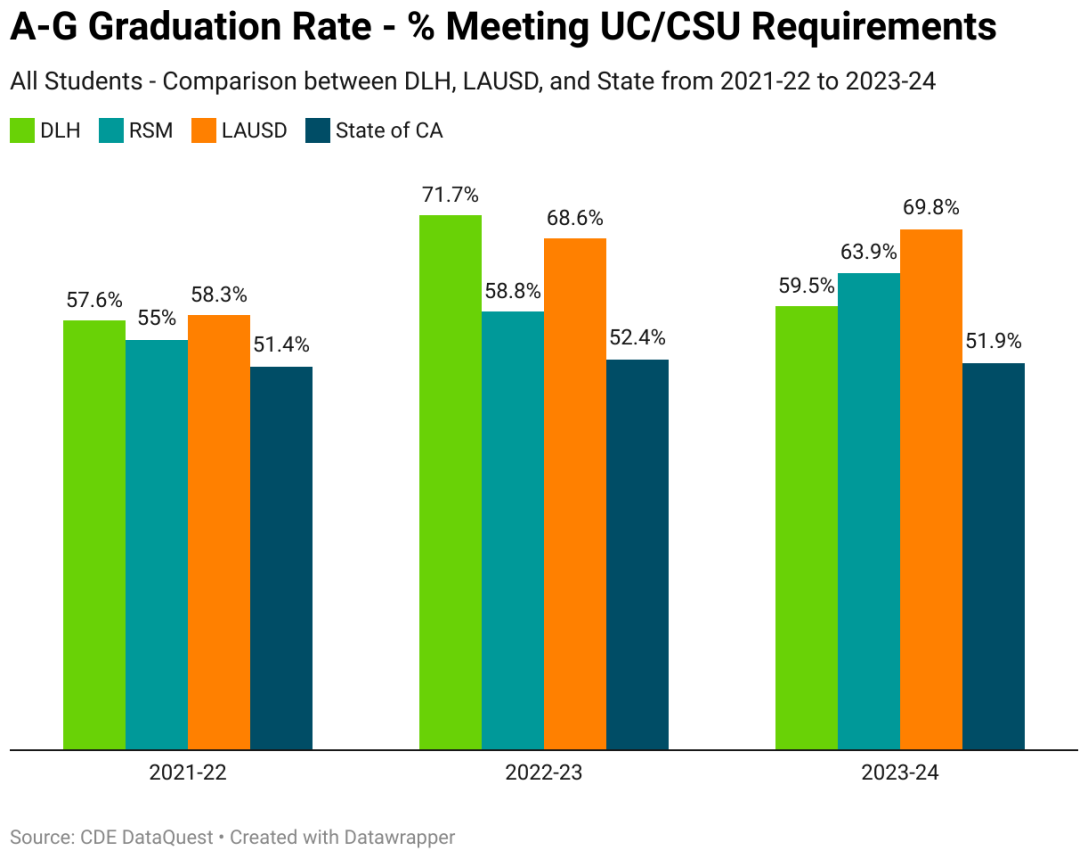
Across all statistically significant subgroups, students demonstrate sustained success in graduation rates. Latinx Students (the vast majority of the student population) closely mirrored schoolwide trends, increasing from 92.6% in 2021-22 to 96.7% in 2023-24. This high and rising rate of graduation affirms that Oscar de la Hoya Ánimo is effectively serving its core demographic and advancing equitable

outcomes. Socioeconomically Disadvantaged students have consistently outperformed statewide norms for similar populations, with graduation rates climbing from 93.2% to 96.9% over the same three-year period. Students with Disabilities also experienced gains, rising from 84.4% to 86.7%.While not statistically significant subgroups, the Charter School boasts success among other student groups, including students with disabilities and English Learners. Oscar de la Hoya Ánimo's inclusive practices, individualized interventions, and specialized supports are positively impacting long-term student outcomes.

A-G Graduation Rates

The A-G requirements are a series of rigorous, college-preparatory courses that California high school students must complete with a grade of C or better to be eligible for admission to the University of California ("UC") and California State University ("CSU") systems. These include a specific sequence of coursework in history, English, mathematics, laboratory science, a foreign language, visual and performing arts, and a college-preparatory elective. Students at Green Dot schools, including Oscar de la Hoya Ánimo, must receive a C or higher in order to be A-G eligible. Meeting these requirements signifies that a student is not just graduating high school but is prepared for the demands of a four-year public university.

Students Graduate College-Ready at a Rate Higher than the State



At Oscar de la Hoya Ánimo the percentage of students graduating having met the A-G requirements reflects both the Charter School's commitment to college readiness and support of students through this demanding academic pathway. In 2023-24, 59.5% of graduates met the A-G requirements, a rate that surpasses the State of California average (51.9%) and remains aligned with the RSM at 63.9%. Oscar de

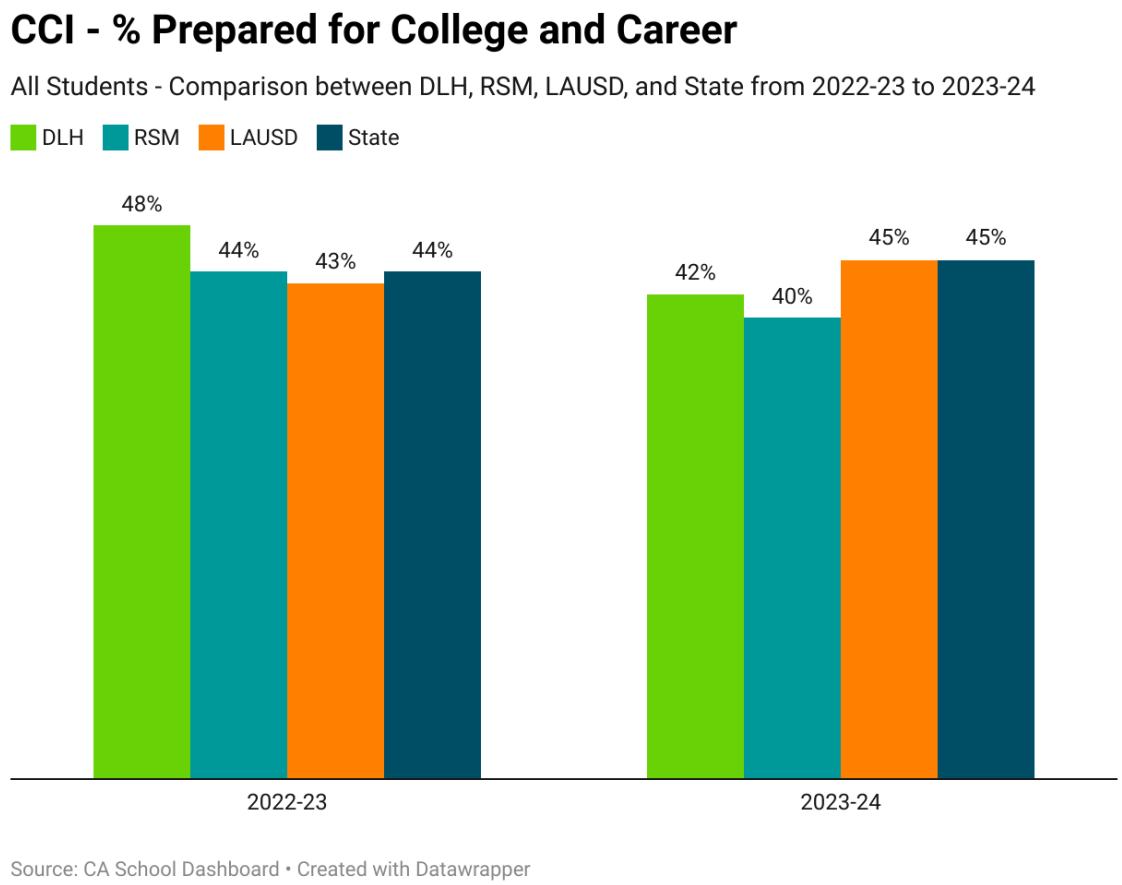
la Hoya Ánimo's 2023-24 A-G rate of 59.5% is an improvement over 2021-22 (57.6%) and higher than the state in all three years.

In 2022-23, Oscar de la Hoya Ánimo's A-G completion rate was higher than the state and also higher than both the RSM (58.8%) and LAUSD (68.6%). Oscar de la Hoya Ánimo continues to ensure that more than half of its graduates are leaving fully college-eligible. Given that the A-G curriculum is a demanding academic sequence aligned with postsecondary success, maintaining A-G completion rates near or above District and state levels is a significant achievement, particularly for a school serving a high-need community. It speaks to Oscar de la Hoya Ánimo's academic rigor, the accessibility of college-prep coursework, and the Charter School's consistent efforts to ensure that college remains a real and attainable option for all students.

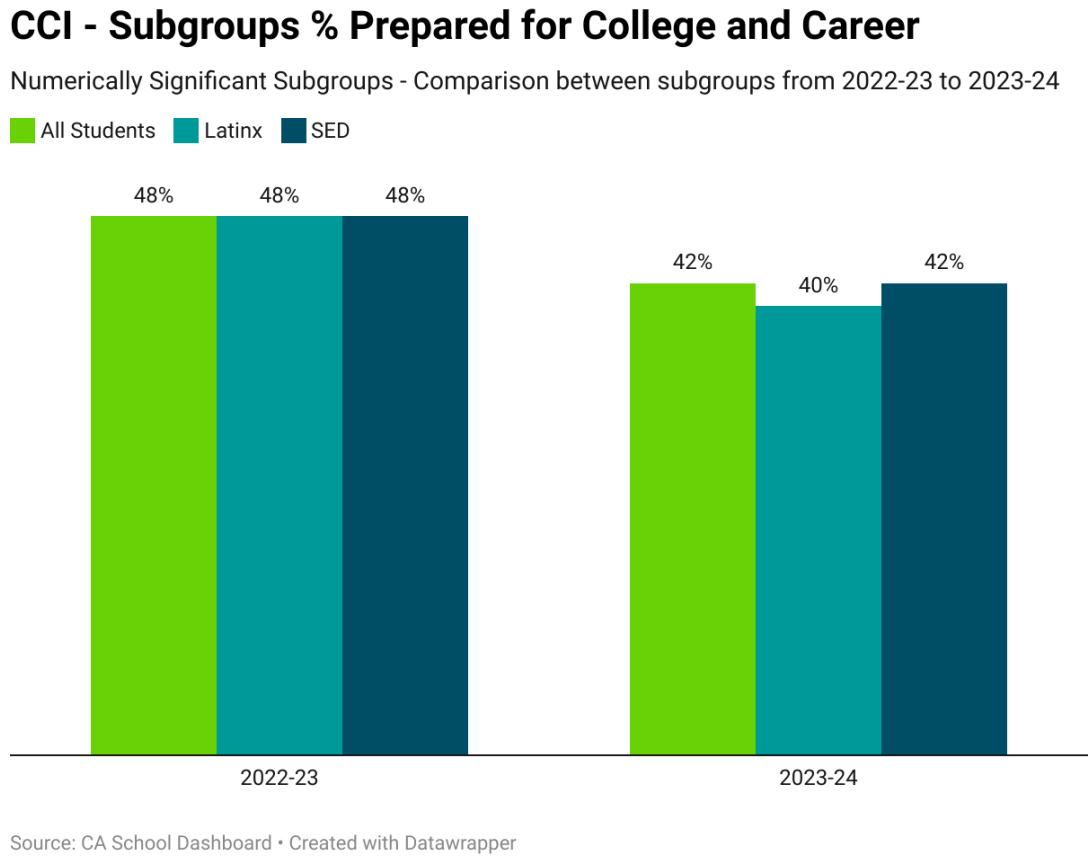
College and Career Indicator

California's College and Career Indicator ("CCI") measures how well high schools prepare students for life after graduation by evaluating readiness for both college and the workforce. Students are classified as "Prepared," "Approaching Prepared," or "Not Prepared" based on a range of factors, including completion of A-G requirements, performance on state assessments, passing AP or IB exams, completing a Career Technical Education pathway, or earning college credit through dual enrollment.

Students Graduate College and Career Ready at a Rate Similar to Students Across the State



College and Career Readiness is Consistent Across Subgroups



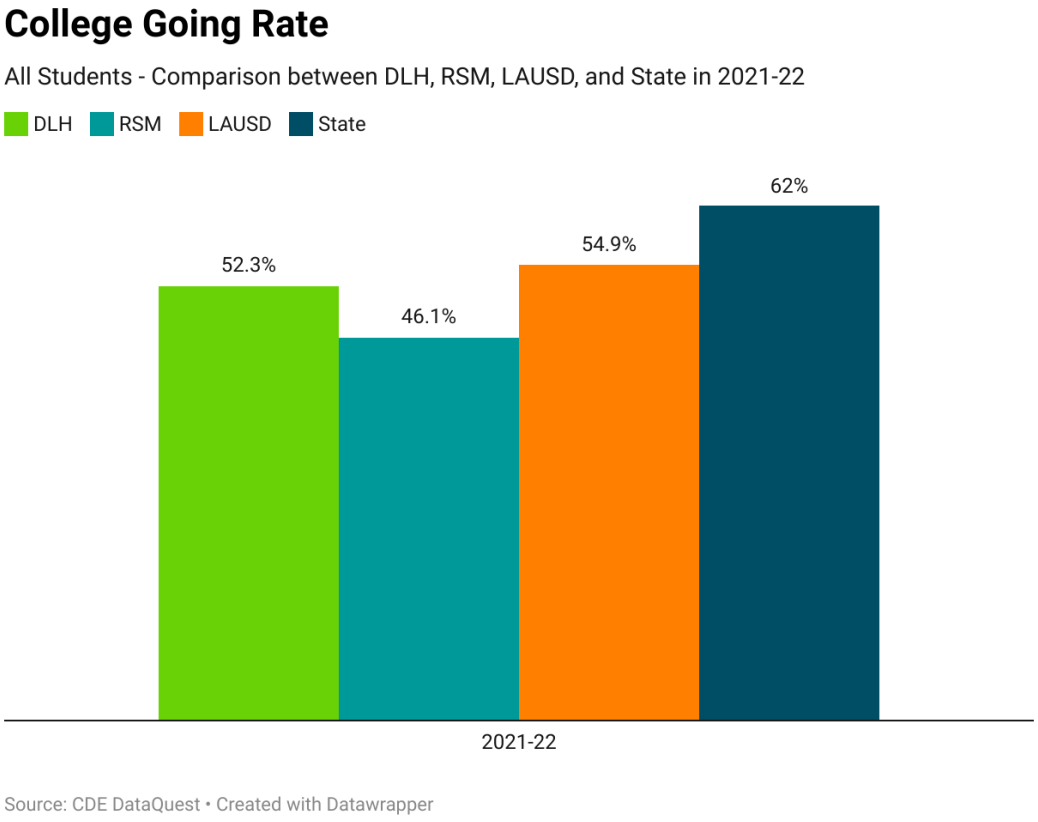
The CCI data for Oscar de la Hoya Ánimo reflects a strong record of postsecondary preparation that stands above or in line with comparison groups. In 2022-23, 48% of Oscar de la Hoya Ánimo students were classified as "Prepared" according to California's CCI, surpassing the Resident School Median (44%), LAUSD (43%), and the State of California (44%). This high point underscored the Charter School's commitment to ensuring that students graduate not only with a diploma but with real options for college and career. Given that Oscar de la Hoya Ánimo serves a student population that faces systemic barriers to postsecondary success, maintaining CCI outcomes that consistently meet or exceed local and state levels is a clear indicator of strong schoolwide systems focused on long-term readiness.

In 2023-24, Oscar de la Hoya Ánimo's CCI rate dipped slightly to 42%, falling just below LAUSD and the state (both at 45%) but still above the RSM (40%). It is important to contextualize this within the broader trajectory of performance: the Charter School continues to demonstrate that a significant portion of its graduates are meeting rigorous readiness standards, which include A-G completion, state assessment performance, CTE pathway completion, and dual enrollment.

Latinx Students matched the schoolwide CCI rate at 48% in 2022-23, moving to 40% in 2023-24. Socioeconomically Disadvantaged students followed the same pattern as the overall student body, with a CCI rate of 48% in 2022-23 and 42% in 2023-24. English Learners had lower CCI rates than their peers, falling from 38% to 32% over the two-year period. However, the Charter School's upward trends in English language development (as evidenced by ELPI growth) suggest that these students are on the path to stronger postsecondary readiness.

College-going Rate: Oscar de la Hoya Ánimo College Enrollment on Par with Peers

The college-going rate, as defined by the California Department of Education's DataQuest system, represents the percentage of high school graduates who enroll in a postsecondary institution, either a two-year or four-year college, within 12 months of graduating. This measure offers insight into how well schools are supporting students in transitioning to higher education.



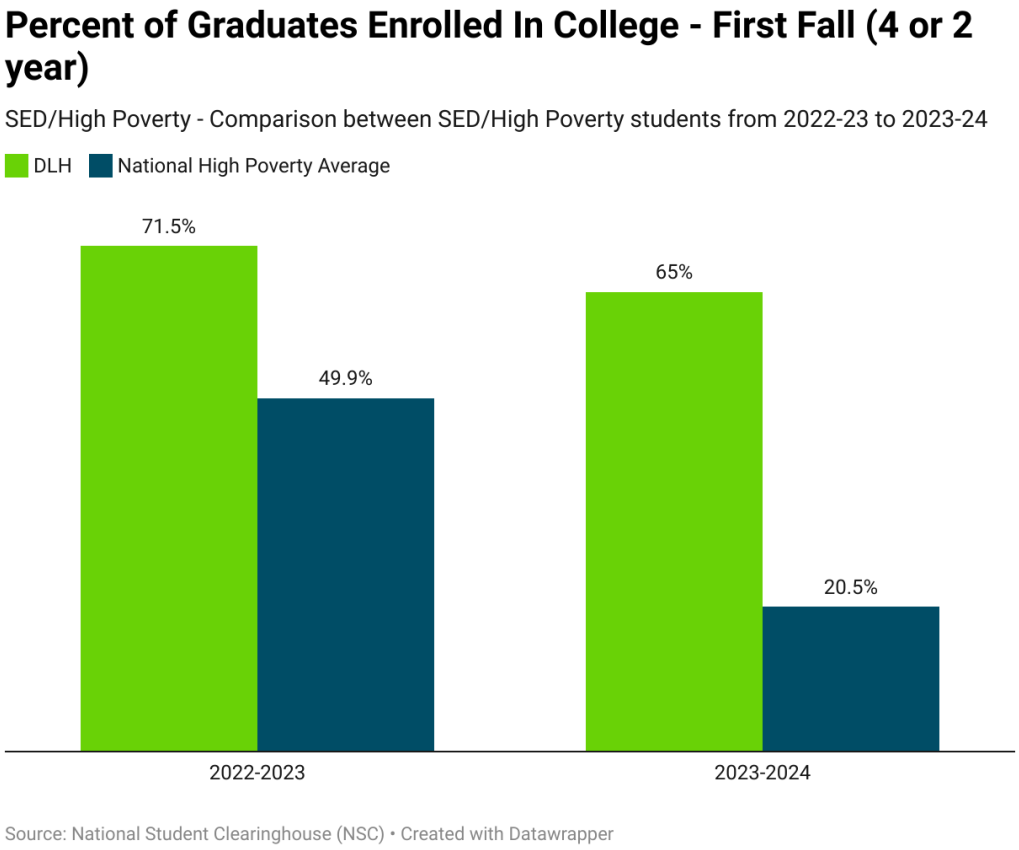
In 2021-22, 52.3% of Oscar de la Hoya Ánimo graduates enrolled in college within a year, outperforming the Resident School Median, which stood at 46.1%. This figure also places Oscar de la Hoya Ánimo very close to LAUSD's rate of 54.9%, despite serving a student population with more concentrated academic needs. The state includes a wide range of districts, including many with higher-income student populations and broader access to postsecondary resources making it notable that Oscar de la Hoya Ánimo's college-going rate is close to the statewide average of 62.0%. Oscar de la Hoya Ánimo's performance in this area reflects a meaningful accomplishment. For a school where many students are the first in their families to attend college, and where college readiness begins with catching up academically, a college-going rate above 50% is a strong indicator of a college-going culture and effective postsecondary planning supports. It also points to the impact of counseling, financial aid guidance, and the Charter School's broader emphasis on college access.

Post-Secondary Success

Post-secondary data is an important measure supplementing the Charter School's eligibility for renewal. Education Code Section 47607.2(b)(3)states: "In addition to the state and local indicators, the chartering

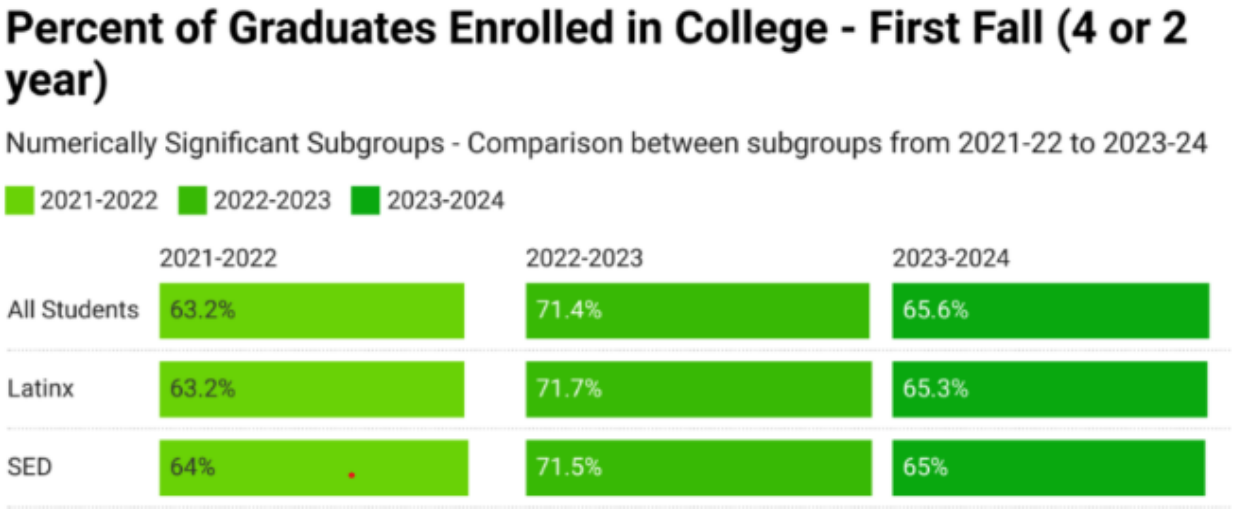
authority shall consider clear and convincing evidence showing…Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers." Included below is evidence of the Charter School's success in college enrollment, persistence and completion as compared to similar peers. Green Dot uses the National Student Clearinghouse database to track students' postsecondary success and compare it to peers. Given limited data availability for peers and the fact that 97% of Oscar de la Hoya Ánimo's student population is considered socioeconomically disadvantaged, included below is a comparison to high-socioeconomically disadvantaged peers across the country.

College Enrollment: Oscar de la Hoya Ánimo Graduates Enroll at Rates that Exceed Peers



NSC College Enrollment: College Enrollment is Consistent Across Subgroups

Oscar de la Hoya Ánimo



Data from the National Student Clearinghouse[12] shows that Oscar de la Hoya Ánimo has maintained a strong and consistent record of sending graduates to college immediately after high school. The percentage of students enrolling in a two- or four-year college during the first fall after graduation has remained notably high. In 2021-22, 63.2% of Oscar de la Hoya Ánimo graduates enrolled in college that fall, a solid benchmark.

These numbers speak volumes about the Charter School's deep commitment to college access, personalized support, and a school culture that affirms postsecondary success as an expectation for every student. In 2022-23, the overall enrollment rate rose even higher to 71.4%. By 2023-24, the college-going rate was 65.6% overall, with subgroup rates converging closely: 65.3% for Latinx students, and 65.0% for Socioeconomically Disadvantaged students. Oscar de la Hoya Ánimo's college enrollment data tells a powerful story: the Charter School is graduating students at high rates and effectively helping them take the critical next step toward postsecondary education.

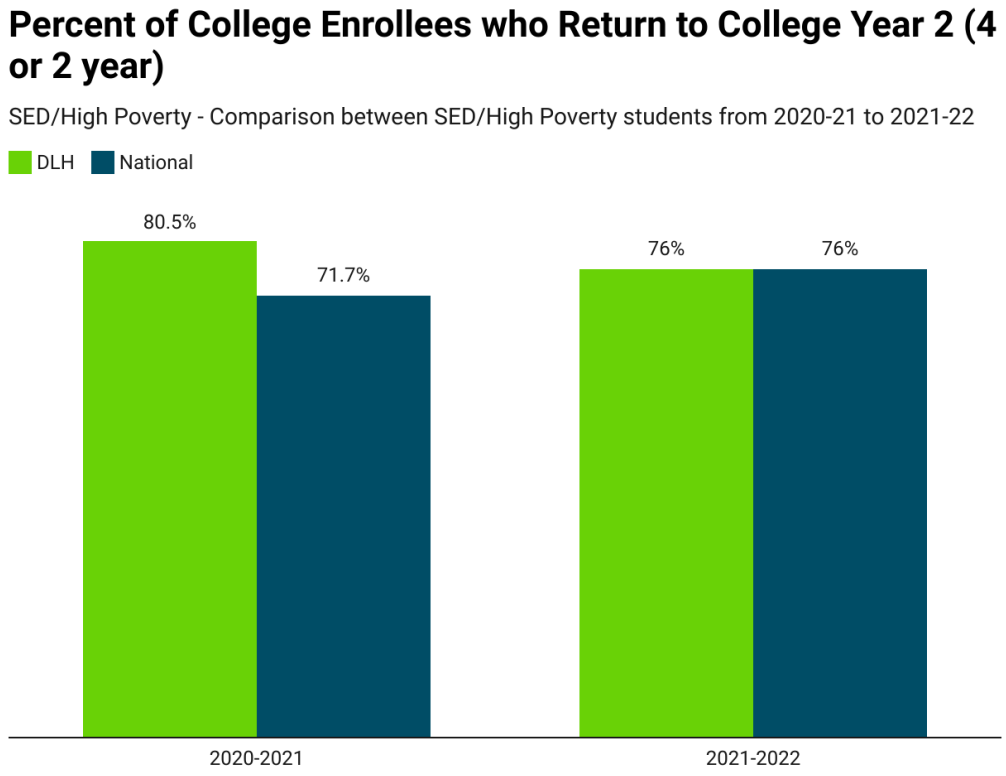
With 97% of students identified as socioeconomically disadvantaged, the Charter School is significantly outperforming national trends among high-poverty students. In 2022-23, 71.5% of Oscar de la Hoya graduates enrolled in college in the fall following graduation, over 21 percentage points higher than the national enrollment rate of 49.9% for students from high-poverty backgrounds.

Even amid a nationwide decline in postsecondary enrollment among high-poverty students, Oscar de la Hoya remained a resilient outlier. In 2023-24, the national enrollment rate for this subgroup plummeted to just 20.5%, reflecting the continued impact of economic instability and systemic barriers to college access. In contrast, Oscar de la Hoya's enrollment rate remained nearly three times higher, at 65.0%

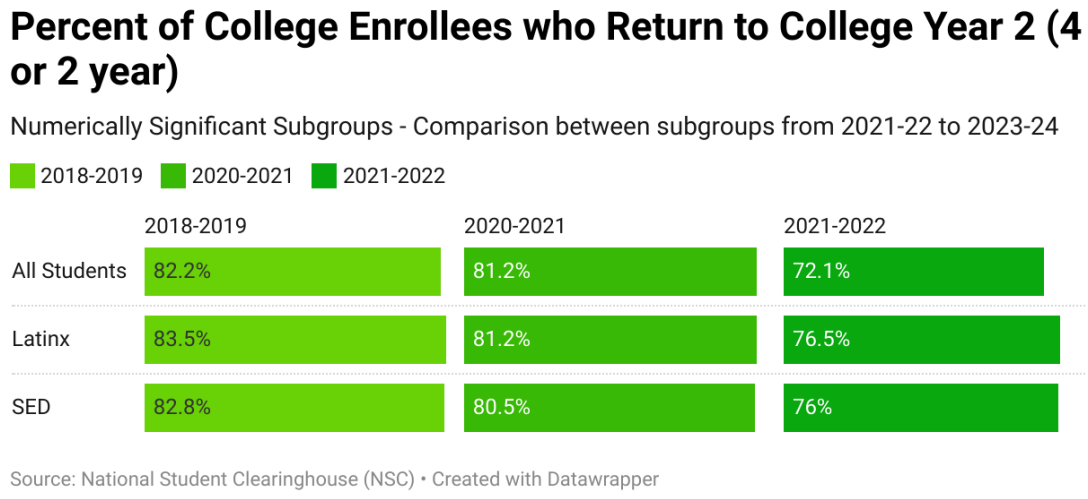
College Persistence

[12] https://www.studentclearinghouse.org/

Oscar de la Hoya Ánimo Alumni Persist Through College At High Rates



Oscar de la Hoya Ánimo Alumni Show Strong College Persistence Rates Across Subgroups



The National Student Clearinghouse data on college persistence offers valuable insight into how well Oscar de la Hoya Ánimo is preparing students not just to access college, but to stay in college. Specifically, this data tracks the percentage of students who enrolled in a two- or four-year college within

a year of graduating and then returned for their second year, a widely recognized indicator of long-term college success.

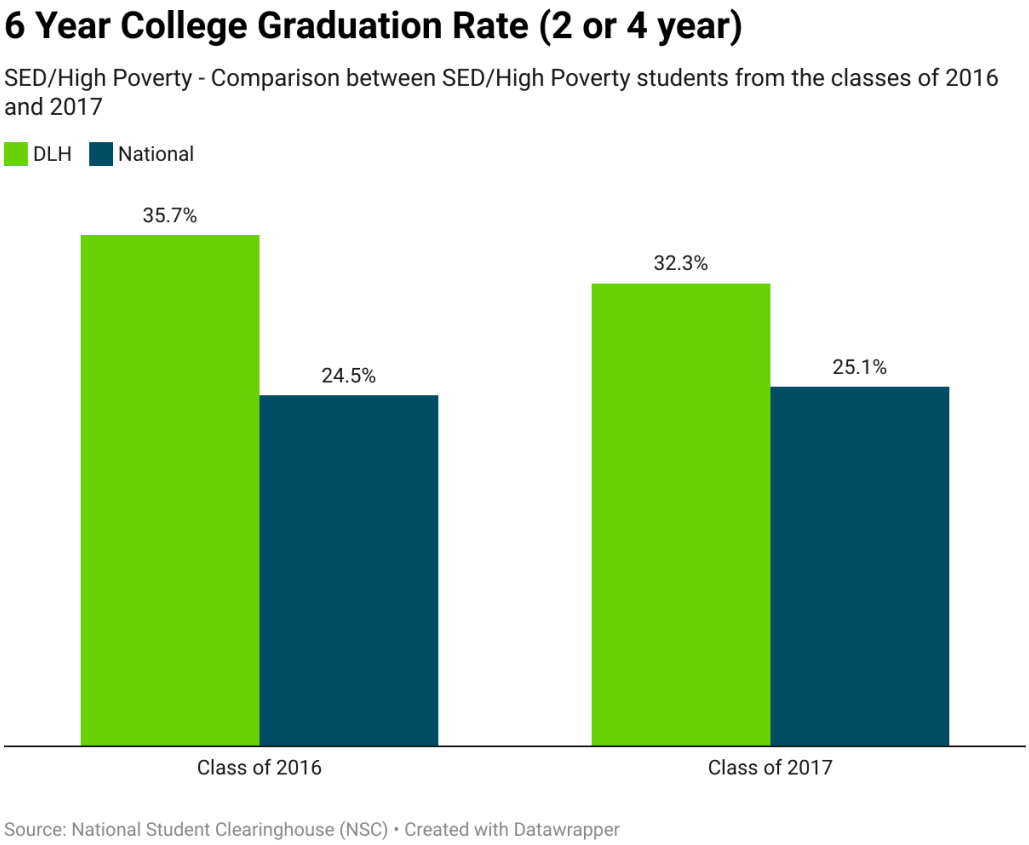
From 2018-19 to 2021-22, Oscar de la Hoya Ánimo students demonstrated strong and consistent college persistence rates, especially among historically underserved groups. In 2018-19, 82.2% of all college enrollees from Oscar de la Hoya Ánimo returned for their second year, already an impressive figure given national persistence rates typically hover around 75% for all students and are often much lower for low-income and first-generation college students.

Persistence held steady in 2020-21 at 81.2%, even in the midst of pandemic-related disruptions that challenged college students across the country. Oscar de la Hoya Ánimo alumni who enrolled in college returned for their second year, almost all of whom come from socioeconomically disadvantaged families, had a nearly 9 percentage points higher persistence rate than the 71.7% persistence rate among high-poverty students nationally. These strong rates suggest that Oscar de la Hoya Ánimo graduates were academically prepared for college, and also equipped with the resilience, self-advocacy, and support systems necessary to navigate a difficult transition.

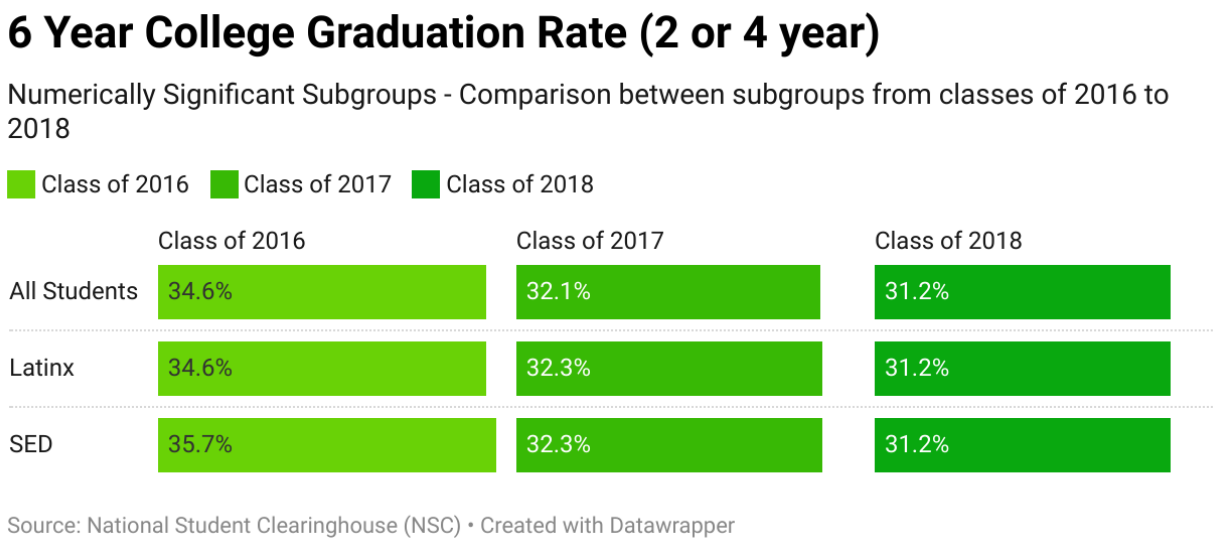
By 2021-22, the overall persistence rate was 72.1%. This is particularly notable given the long-term effects of the pandemic on college engagement and retention, particularly as students faced ongoing challenges such as financial strain, limited campus access, and academic disruptions.

Subgroup data paints an even more meaningful picture. Latinx students, who make up the majority of the Charter School’s population, had the highest persistence in 2021-22 at 76.5%, a strong result that exceeds national averages for Latinx college students. Socioeconomically disadvantaged students also showed high persistence at 76.0%, a testament to the Charter School's impact in preparing students for not just entry, but sustained success in higher education and matches the national average for high-poverty students. To contextualize this figure, unlike national data which includes a wide range of institutions with varying levels of support for first-generation and low-income students, Oscar de la Hoya Ánimo’s persistence rate reflects outcomes for a school where 97% of students are socioeconomically disadvantaged, most of whom are also first-generation college-goers.

Oscar de la Hoya Ánimo Alumni Exceed Peer College Graduation Rates



Oscar de la Hoya Ánimo Alumni Demonstrate Consistent College Graduation Rates Across Subgroups



The six-year college graduation rate data for Oscar de la Hoya Ánimo provides critical insight into the long-term success of its graduates who enrolled in college the fall after high school. This measure tracks the percentage of students who complete a two- or four-year college degree within six years, a nationally recognized benchmark for higher education attainment.

For the classes of 2016 through 2018, the data shows a level of consistency with approximately one-third of Oscar de la Hoya Ánimo graduates earning a college degree within six years. For the class of 2016, 34.6% of students graduated within six years, followed by 32.1% for the class of 2017 and 31.2% for the class of 2018.

The class of 2016, almost all of whom are socioeconomically disadvantaged, recognized a 11.2 percentage point increase over high-poverty students nationwide. The class of 2017 had a 6-year college graduation rate 7.2 percentage points higher than high-poverty students across the country. This data is impressive in the context of college completion being impacted by rising costs, and, in more recent years, pandemic-related disruptions.

Authorizer Oversight

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

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

Oscar de la Hoya Ánimo 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 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.

Oscar de la Hoya Ánimo has demonstrated the success of its equity-centered, college-going academic program through exceptional student growth and achievement, particularly in English Language Arts and literacy. A cornerstone of the Charter School's educational model is its emphasis on acceleration rather than remediation, meeting students where they are and propelling them forward.

- The success of the Charter School's approach to ELA is profound. Students enter 9th grade an average of 72 points below the state standard, yet by 11th grade they perform above proficiency, with a DFS of +2.8 in 2023-24. Fifty-four percent of students met or exceeded ELA standards that year, surpassing LAUSD (50%) and nearing the state average (56%). The Charter School's median SGP of 95, meaning students grew faster than 95% of their academic peers statewide, is among the highest recorded in California, validating the Charter School's focus on strategic instruction, early literacy intervention, and culturally affirming practices.
- Mathematics instruction, another key feature of Oscar de la Hoya Ánimo's educational program, emphasizes conceptual understanding and academic recovery. Though students begin significantly below grade level, the Charter School has demonstrated strong growth. Between 2022-23 and 2023-24, the average DFS improved by 25.6 points (from -141.2 to -115.6), and the median SGP rose to 86, reflecting statewide-leading progress.
- Oscar de la Hoya Ánimo's RI results reflect the Charter School's commitment to accelerating literacy across grade levels. In 2023-24, 71% of students exceeded annual Lexile growth expectations, surpassing the national benchmark by 21 percentage points. Ninth and eleventh graders demonstrated especially high growth, confirming the Charter School's targeted support efforts at key transition points.
- The Charter School's science and STEM programming also demonstrates success. On the CAST, 28% of students met or exceeded the standard in 2023-24, a gain of 11 percentage points over the previous year, surpassing LAUSD (24%) and doubling the performance of similar resident schools (15%). The inquiry-driven, NGSS-aligned curriculum integrates real-world problem-solving, lab investigations, and cross-curricular learning, helping students build critical thinking skills and preparing them for postsecondary pathways.
- Oscar de la Hoya Ánimo's A-G college eligibility rate (59.5% in 2023-24) and college-going rate (65.6%) highlight the effectiveness of its academic program in ensuring long-term student readiness. With a graduation rate of 96.9%, the Charter School provides both rigorous instruction and personalized support systems that keep students on track for success.
- 6% of students are earning college credit through a dual enrollment class with East LA College.
- Oscar de la Hoya Ánimo's homeless and foster youth populations receive case management, counseling, access to basic needs, and academic interventions which are coordinated to support these students holistically. Teachers and staff also receive professional development in trauma-informed care, and these students are closely monitored through MTSS structures to ensure timely support.
- Oscar de la Hoya has maintained a 0% suspension rate for the past three years.
- 92% of families would recommend Oscar de la Hoya Ánimo to a friend, signifying a high level of satisfaction with the Charter School.[13]
- Oscar de la Hoya Ánimo is a Western Association of Schools and Colleges' (WASC) accredited school, receiving a 6-year WASC accreditation through the 2025-26 school year.

[13] Based on results from an internal survey administered to parents in the 2018-19 school year.

Success of the Charter School's Educational Program in Meeting the Specific Needs of Its Student Population, Including Numerically Significant Student Groups

Oscar de la Hoya Ánimo's educational program successfully meets the needs of its diverse student population. Oscar de la Hoya Ánimo provides an alternative education model for the downtown Los Angeles community. Oscar de la Hoya Ánimo uses a data-driven collaborative approach to meet the needs of its students. A focus on data allows the Charter School 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 high schools serving up to 1,700 students. Oscar de la Hoya Ánimo's target community is predominantly low-income and has had limited access to high-quality educational options who will benefit from the supports that will be available at Oscar de la Hoya Ánimo. Reflective of the community, Oscar de la Hoya Ánimo will serve a diverse student population that may include advanced students, students below grade level, English Learners, and special education students. The Charter School aims to create a culturally-responsive learning environment that is rigorous and supportive.

Oscar de la Hoya Ánimo provides access to technology for students on campus and integrates instructional technology and artificial intelligence tools to support student interests and learning. This focus on technology supports the personalized learning of every student and access to extended learning at home.

Latinx Students: As the majority demographic group at Oscar de la Hoya Ánimo (over 95% of the student population), Latinx students are at the center of the Charter School's mission and outcomes. These students have demonstrated strong academic growth across multiple indicators. In English Language Arts, proficiency increased from 36% in 2021-22 to 56% in 2023-24. Their DFS improved dramatically from -32.9 to +6.9, the strongest among all student groups. In math, Latinx students saw proficiency rise from 7.4% to 13.3% between 2022-23 and 2023-24, with DFS improving by over 26 points. Growth among these students was also evident in science, where proficiency rose from 20% to 29% over the past three years.

- Key to this success has been the Charter School's investment in instructional quality, academic discourse strategies across subjects, and culturally responsive teaching. The Charter School offers strategic support through co-teaching, scaffolded literacy and math instruction, and a deep focus on academic language development. Teachers receive professional development to strengthen differentiation and provide language-rich, rigorous learning environments tailored to this population's needs.

Socioeconomically Disadvantaged Students: Comprising 97% of the student population, students at Oscar de la Hoya Ánimo who are considered Socioeconomically Disadvantaged ,face intersecting barriers related to income, access, and early academic preparation. Despite these challenges, this group has shown strong academic and postsecondary outcomes. In ELA, proficiency rose from 38% to 55% over three years, with DFS moving from -31.5 to +5.1. In math, proficiency nearly doubled from 7.1% to 13.4% in the past year, while science scores climbed from 20% to 29%. Additionally, the students' 5-year graduation rate increased from 93.2% in 2021-22 to 96.9% in 2023-24, outperforming District and state averages.

- These results reflect the impact of targeted schoolwide interventions, including the double-blocked 9th grade literacy and math courses, after-school tutoring, and use of formative assessments to tailor instruction. The Charter School also emphasizes college and career readiness, as seen in their high college enrollment (65%) and persistence (76%) rates. Advisory

programs, college planning, and A-G monitoring have been critical levers in supporting this group's postsecondary success.

English Learners: English Learners represent approximately 15% of the student body and are a focal subgroup in the Charter School's improvement strategy. While their ELA proficiency rate remained low (7% in 2023-24), DFS improved significantly, from -109 to -64.7 in one year, indicating accelerated progress toward grade level. English Learner graduation rate rose dramatically from 78.6% in 2021-22 to 92.9% in 2023-24, reflecting both academic gains and comprehensive supports.

- To address these needs, the Charter School has strengthened both Designated and Integrated English Language Development, embedded language objectives into content instruction, and expanded push-in and small-group supports. Teachers receive targeted professional development on scaffolding, structured academic talk, and language acquisition. Additionally, Oscar de la Hoya Ánimo adopted the Summit K12 platform to personalize ELPAC-aligned instruction and measure language growth in real-time. These interventions are designed to ensure EL students access rigorous content while building proficiency in English.

Students with Disabilities: Students with Disabilities make up 20% of the Charter School's enrollment, higher than District and state averages. In ELA, proficiency among Students with Disabilities declined slightly from 15% to 10% over three years, though their DFS improved from -126.4 to -118.3. In math, the DFS remains the lowest among all groups at -217.2. However, the graduation rate for Students with Disabilities has steadily risen from 84.4% in 2021-22 to 86.7% in 2023-24, and college enrollment has remained impressively high, historically exceeding 90% in some years.

- Oscar de la Hoya Ánimo has taken a multi-pronged approach to supporting Students with Disabilities. This includes expanding co-teaching models, aligning special education services with general education curriculum, and investing in specialized instructional personnel. Teachers are trained in Universal Design for Learning and receive support in scaffolded instruction and IEP-aligned planning. Frequent data reviews, cross-department collaboration, and flexible scheduling ensure that Students with Disabilities receive both academic support and access to rigorous grade-level content.

Specific examples of support for all students include:

- For all students, implementation of all three tiers of the Multi-Tiered System of Supports ("MTSS") with Social Emotional, Behavioral and Academic Intervention.
- For English Learners and Students with Disabilities, Academic Interventions include programs and progress monitoring in Literacy, Math, English Language Development and Special Education outcomes and goals.
- For students not yet at grade level, programs that provide students additional enrichment and intervention support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- For all students, an Advisory program to prepare them with the tools and behaviors to succeed in college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as 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 student behavior management, including various alternatives to suspension and restorative practices

- For advanced students, enrichment opportunities including dual enrollment college classes and 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
- In collaboration with the LAUSD Special Education Local Plan Agency ("SELPA"), Oscar de la Hoya Ánimo offers special education services for students with disabilities including a Resource Program that offers a co-teaching program and learning center. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the Charter School to the maximum extent possible to allow them full access to all programs.

Areas of Challenge That the Charter School Has Experienced and How the Charter School Has Improved and/or Will Improve in Such Areas

Students Entering Below Grade Level in ELA and Math: Oscar de la Hoya Ánimo serves students who, on average, enter high school significantly below grade level in both ELA and math. In ELA, incoming students had an average Distance from Standard of -72 in Fall 2023, placing them in the bottom 38th percentile statewide.

- To address this, the Charter School is implementing foundational acceleration strategies. These include double-blocked 9th grade courses in math and literacy, a summer bridge program in partnership with East Los Angeles College, and the use of nationally normed diagnostics like MAP assessments to measure and respond to individual learning gaps. Additionally, the Charter School has embedded literacy support across all subjects through schoolwide academic discourse strategies, with the goal of advancing students from well below grade level to college- and career-ready proficiency.

Low Math Proficiency and Academic Gaps in Subgroups: Although the Charter School has demonstrated notable growth in math, with DFS improving by more than 25 points in 2023-24 and CORE SGP reaching the 86th percentile statewide, overall proficiency remains low. This is particularly evident among English Learners and Students with Disabilities, whose DFS scores remain negative.

- Oscar de la Hoya Ánimo offers a comprehensive approach to this challenge by implementing Illustrative Math, a research-based curriculum that integrates academic language supports and universal design principles. To further address gaps, the Charter School has prioritized high-quality, ongoing professional development that emphasizes academic discourse in math, content scaffolding, and inclusive practices. The plan also includes increased co-teaching, after-school tutoring, and reteach opportunities to ensure all students have access to grade-level content.

Declining English Learner Progress: English Learner progress, as measured by the English Language Proficiency Indicator, has declined over the past three years, from 62.5% in 2021-22 to 36.1% in 2023-24.

- To counter this trend, the Charter School is taking strategic steps to improve outcomes. These include strengthening both Designated and Integrated English Language Development instruction and implementing the Summit K12 platform to align with ELPAC standards and personalize student support. The Charter School is also embedding language objectives across content areas, using real-time language proficiency data to individualize instruction, and increasing small-group and push-in support services. These initiatives are supported by ongoing teacher training in academic discourse and language-rich instruction, ensuring that multilingual learners develop both the academic and linguistic skills necessary for long-term success.

Gaps for Students with Disabilities: Students with Disabilities at Oscar de la Hoya Ánimo continue to perform below grade level in both ELA and math, with proficiency rates in the low double digits and DFS scores significantly below standard. While growth has been noted in reading achievement, reflected in increased Reading Inventory gains and improved SGP, substantial gaps remain.

- The Charter School addresses this through a co-teaching model that aligns general and special education instruction and promotes collaborative planning between content-area and SPED teachers. Professional development is focused on inclusive strategies, scaffolded instruction, and aligning supports to grade-level standards. The Charter School has also prioritized increased instructional time, data-driven interventions, and individualized learning plans to ensure Students with Disabilities are able to access and succeed in rigorous academic coursework.

CCI Fluctuations: Oscar de la Hoya Ánimo's CCI dipped from 48% in 2022-23 to 42% in 2023-24, with subgroup performance, particularly among English Learners, also declining.

- In response, the Charter School has implemented a robust set of strategies to expand college and career access. These include increased AP course offerings, enhanced dual enrollment partnerships with local colleges, and new Career Technical Education pathways in Engineering and Climate Change. The Charter School has also strengthened academic advising and A-G monitoring systems, partnered with external providers for SBAC readiness, and increased access to SAT preparation. Together, these efforts are designed to ensure students not only graduate on time, but do so prepared for postsecondary success.

Science Achievement: Science proficiency, as measured by the CAST, has improved significantly in recent years, rising from 17% in 2022-23 to 28% in 2023-24. Still, gaps remain when compared to the state average of 31%.

- The Charter School supports further improvement through the implementation of NGSS-aligned instruction, integrated academic language development in science, and targeted after-school supports. Instructional practices emphasize inquiry-based learning and real-world application, and science teachers participate in cross-curricular planning to embed literacy and critical thinking into STEM instruction. The Charter School also uses CAST data to continuously refine scope and sequence and provide PD aligned to NGSS pedagogical best practices.

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 system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

2024 Dashboard Schoolwide Performance Levels and DFS

Indicator	2024 State	2024 DLH
ELA	Orange -13.2	Green 2.8
Math	Orange -47.6	Orange -115.6

Graduation Rate	Yellow 86.7% graduated	Blue 96.9% graduated
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	Red 36.1% making progress towards English language proficiency

2023 Dashboard Schoolwide Performance Levels and DFS

Indicator	2023 State	2023 DLH
ELA	Orange -13.6	Orange -31.3
Math	Orange -49.1	Red -141.2
Graduation Rate	Yellow 86.4% graduated	Blue 95.9% graduated
Suspension Rate	Green 3.5% suspended at least one day	Blue 0% suspended at least one day
English Learner Progress	Orange 48.7% making progress towards English language proficiency	Red 54.2% making progress towards English language proficiency

2024 Student Group Dashboard Performance and DFS

Student Subgroup	ELA	Math	English Learner Progress	Suspension	Graduation Rate	College/ Career
Hispanic	Green 6.9	Yellow -114.1	N/A	Blue 0%	Blue 96.7% graduated	39.8% prepared

White	N/A	N/A	N/A	0%*	N/A	N/A
Socioeconomically Disadvantaged	Green 5.1	Yellow -114.4	N/A	Blue 0%	Blue 96.9% graduated	41.6%* prepared
English Learners	-64.7*	-165.9*	Red 36.1% making progress	Blue 0%	92.9%* graduated	32.1%* prepared
Long-Term English Learners	-118.8*	-203.8*	Red 36.4% making progress	Blue 0%	94.7%* graduated	10.5%* prepared
Students with Disabilities	-118.3*	-217.2*	N/A	Blue 0%	86.7%* graduated	6.7%* prepared
Homeless Youth	N/A	N/A	N/A	0%*	100%* graduated	40%* prepared

Note: N/A - 10 or fewer students in the subgroup for the specific indicator, so no data was reported.
*The subgroup had ll-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	Graduation Rate	College/ Career
Hispanic	Orange -32.9	Red -141.9	N/A	Blue 0%	Blue 95.9% graduated	47.9% prepared
White	N/A	N/A	N/A	0%*	N/A	N/A
Socioeconomically Disadvantaged	Orange -31.5	Red -140.9	N/A	Blue 0%	Blue 95.8% graduated	47.5% prepared

English Learners	-109*	-173.3*	54.2% making progress	Blue 0%	86.7%* graduated	37.9%* prepared
Long-Term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	-126.4*	-204.1*	N/A	Blue 0%	86.4% graduated	0%* prepared
Homeless Youth	N/A	N/A	N/A	0%*	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 ll-29 students in 2023 and/or 2024, so only the student group's status is reported.

Enrollment Rollout Plan

Not applicable.

Goals and Philosophy

Mission and Vision 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 Charter 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 Charter School's underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community.

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

The Charter School's students are "agents of change," individuals who will positively impact our communities. Oscar de la Hoya Ánimo 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 21st 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

Oscar de la Hoya Ánimo's Annual Goals, Actions, and Outcomes in the State Priorities

LCFF STATE PRIORITIES **Oscar de la Hoya Ánimo** **(Charter Term Commencing July 1, 2026)**	
GOAL #1	
Provide for Basic Services	Related State Priorities: X 1 ☐ 4 X 7

	☐ 2 ☐ 5 X 8
	☐ 3 ☐ 6
	Local Priorities:
	☐:
	☐:

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:

- 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
- The master schedule reflects an emphasis on high school ready and A- G courses that are supported with Common Core and Next Generation Science Standards curriculum and provides appropriate interventions for ELA and Math
- Advisory provides a venue for students to receive one-on-one academic consulting, social - emotional learning, and additional support for core classes
- The Charter School will be appropriately staffed to implement the Charter School's 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 Charter 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 Charter 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%

Outcome C: 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%

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

GOAL #2

Proficiency for All	Related State Priorities:
	☐ 1 X 4 ☐ 7
	X 2 ☐ 5 ☐ 8
	☐ 3 ☐ 6
	Local Priorities:
	☐:
	☐:

Specific Annual Actions to Achieve Goal

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

- Curriculum, Resources and Materials to Support Student Subgroups:
- 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 Charter School grade-level teams so that they can increase their collaboration with their general ed. colleagues.
- Eligible students are automatically enrolled in AP courses based on data and the Master Schedule is built to include a variety of AP course offerings. The Charter 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.
- ELA and Math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have targeted supports to meet their needs.
- Master schedule is developed to create multiple pathways for students to meet the A-G requirements, which align to the minimum requirements for a Green Dot HS diploma.
- School has two counselors who provide academic and college counseling.
- All students take an Advisory course (9-12) which provides individualized academic consultancy and a review of graduation progress.

- Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as needed
- Credit recovery and/or summer school is offered to support students in need of recouping credit
- Counselors receive professional development and coaching from Counselor Support Specialist as needed

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 Charter School analyzes data on a regular basis to support the Emerging Bilinguals in growth in language development. Data analysis supports the Charter 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 Charter School 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 student 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 Charter School has adopted My Perspectives, a standards aligned curriculum, for Grades 9 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 Charter 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 Charter School analyzes data on a regular basis to support the LTELs growth in language development and academic success. Data analysis supports the Charter 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 of 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 heterogeneous grade-level content classes with English-proficient peers to facilitate interaction with native English speakers. In-class clustering also facilities differentiated instruction for LTELs as needed. Schools cultivate an affirming and inclusive environment for LTELs through classroom structures and resources aimed at enhancing the Charter 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 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
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 local 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
Outcome F: Increase the percentage of students scoring proficient on the CAST 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
Outcome G: Increase percent of English Learner students who reclassify as fully English Proficient (RFEP rate) by 3 percentage points per year or be at/above local 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%
Outcome H: 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
Outcome I: 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%
Outcome J: Increase the CORE Student Growth Percentile in Mathematics or be above 50%						
Metric/Method for Measuring: Percent of Student Growth Percentile 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%

LCFF STATE PRIORITIES **(Charter Term Commencing July 1, 2026)**	
GOAL #3	
Prepared for College, Leadership, and Life	Related State Priorities: ☐ 1 X 4 ☐ 7 ☐ 2 X 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:
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 2 at a HS.
- Students have individual meetings with their counselors to track promotion progress and develop plans towards meeting high school graduation and college application requirements.
- 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 Charter 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 Charter 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 Charter School community.
- School administers an annual family and staff survey to garner feedback from parents on all aspects of the Charter 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 High 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:
	☐ 1 ☐ 4 ☐ 7
	☐ 2 X 5 ☐ 8
	☐ 3 X 6
	Local Priorities:
	☐:
	☐:

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 Charter 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 Charter School analyzes data on a regular basis to identify and support students at risk for chronic absenteeism. The Charter 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 Charter 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 Charter 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 Charter 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%
Outcome O: 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%
LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)						
GOAL #5						
Parent, Student, and Community Engagement					Related State Priorities: ☐ 1 ☐ 4 ☐ 7	

	☐ 2 ☐ 5 ☐ 8
	X 3 X 6
	Local Priorities:
	☐:
	☐:

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 Charter 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 Charter 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%
Outcome S: 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%
Outcome S: 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, Oscar de la Hoya Ánimo 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.
  - 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 Honors Courses, Advanced Placement courses, dual enrollment college courses and other electives as determined by the Charter 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.
    - 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.
    - 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.
    - 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 Charter 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.
    - 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 Charter 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.[14] 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 Charter 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

[14] Based on demographic information across Green Dot Public Schools, which will be publicly available on the California Department of Education's DataQuest website.

of all Green Dot teachers – is at the heart of the Teacher Development and Evaluation system. In 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 Charter 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.

In order to meet the individual needs of all students, Green Dot may provide Independent Study consistent with Green Dot's Board approved policy and the law and in response to a public health and/or safety emergency. In addition, Home and Hospital schooling may be used for a short-term illness or hospitalization as needed.

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 support.
- **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 reliably 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 statusES 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 school curriculum. 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 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.

Outline of Oscar de la Hoya Ánimo's Curriculum

9th Grade	10th Grade	11th Grade	12th Grade
• English* • Algebra 1/Math Foundations 9* • Algebra 1/Geometry* • Physics/Biology* • Literacy Intervention†/Composition† • Physical Education†/JROTC†	• English/Honors English* • World History*/ Honors World History* • Geometry*/Algebra 2* • Biology*/Chemistry* • Spanish 1*/Spanish 1 (Native)*/Spanish 2 (Native)* • Literacy Intervention†/AEE†/Drama†	• English 11*/AP English Language* • Chemistry* • U.S. History* / AP U.S. History* • Algebra 2* / Precalculus* / AP Precalculus* • Chemistry*/Physics* • Spanish 2*/Spanish 2 (Native)*/AP Spanish Language* • Art†/Digital Art†/Beginning Instruments†/Advanced Band/Engineering†	• English 12*/ AP English Literature* • Government*/AP Government • Statistics*/Precalculus*/AP Precalculus* • Anatomy & Physiology* / Environmental Science*/AP Science* • Spanish 3*/AP Spanish Language*/AP Spanish Literature • EWRC†/Latino-African American Literature†/Drama†

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

Summary descriptions of grade level curriculum that will be offered at Oscar de la Hoya Ánimo can be found below. Oscar de la Hoya Ánimo can offer these courses at their discretion based on the data of students, which informs whether or not there is a need for an accelerated course. Students who do not need intervention in the 9th grade may take an English elective, such as Composition, or be double blocked in a Math class for acceleration on a path to AP Math courses. Additionally, students take two Math courses in the 9th grade. Algebra 1 is the foundational class for all students. Students in need of intervention are also enrolled in a Math Support class. Students who do not need intervention are double blocked in a Geometry class to accelerate their Math pathway towards AP level Math courses.

Green Dot High School Curriculum

History/Social Science

Grade Levels: 10, 11, 12

Credit Type: uca, a, cg, gov, ush, whs

History/Social Science Course Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
AP Government A/B	3017, 3018	12	YEAR	uca,a,cg,gov
AP US History A/B	3025, 3026	11	YEAR	uca,a,cg,ush
AP World History A/B	3005, 3006	10	YEAR	uca,a,cg,whs
Government	104A	12	SEMESTER	uca,a,cg,gov
U.S. History A/B	3007, 3008	11	YEAR	uca,a,cg,ush
U.S. History Honors 11 A/B	3090, 3091	11	YEAR	uca,a,cg,ush
World History A/B	3003, 3004	10	YEAR	uca,a,cg,whs
World History Honors A/B	3060, 3061	10	YEAR	uca,a,cg,whs

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

English

Grade Levels: 9, 10, 11, 12
Credit Type: Ucb, b, cg, apela, e9, e10, e12

English Course Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
AP English Language and Composition A/B	2015, 2017	11-12	YEAR	ucb,b,cg,apela
AP English Literature and Composition A/B	2012, 2014	11-12	YEAR	ucb,b,cg,apelt
AP Seminar A/B	7060, 7061	11-12	YEAR	ucb,b,cg,e10
English 10 A/B	2003, 2004	10	YEAR	ucb,b,cg,e10
English 11 A/B: American Literature	2005, 2006	11	YEAR	ucb,b,cg,e11
English 12 A/B	2010, 2011	12	YEAR	ucb,b,cg,e12
English 9 A/B	2001. 2002	9	YEAR	ucb,b,cg,e09
English Honors 10 A/B	2022, 2023	10	YEAR	ucb,b,cg,e10
English 9 Honors A/B *	2020. 2021	9	YEAR	ucb,b,cg,e09
Expository Reading and Writing A/B	2049, 2049ELD, 2050, 2050ELD	12	YEAR	ucb,b,cg,exp
Honors World Literature A/B	2043, 2044	12	YEAR	ucb,b,cg,e12
World Literature A/B	2039, 2040	11-12	YEAR	ucb,b,cg,e12

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

Newcomer English Language Development

Grade Levels: 9, 10, 11, 12
Credit Type: b, cg

Newcomer English Language Development (ELD) Course Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
ELD 1A	8302ELD	9-12	SEMESTER	b,cg
ELD 1B	8303ELD	9-12	SEMESTER	b,cg
ELD 2A	8304ELD	9-12	SEMESTER	b,cg
ELD 2B	8305ELD	9-12	SEMESTER	b,cg

The purpose of newcomer ELD courses at Green Dot is to prepare English Learners who recently arrived in the U.S. for success in all academic subjects, including English Language Arts. Skills in all four language domains – listening, speaking, reading and writing – are systematically developed. Students of different grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. In schools where there are small numbers of newcomer students needing ELD, course levels may need to be combined. For instance, ELD 1A and ELD 1B, each semester-long courses, are taught as a year-long ELD 1 class; instruction is differentiated to meet the needs of students at different levels of proficiency. Newcomer ELD courses are not intended for students who have been in the U.S. longer than three years, whose language needs are very different from those of relative newcomers.

Mathematics

Grade Levels: 9, 10, 11, 12
Credit Type: ucc, c, cg, al1, al2, hlm, geo

Mathematics Course Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
Algebra 1 A/B	4001, 4002	9	YEAR	ucc,c,cg,al1
Algebra 2 Honors A/B	4016, 4017	10-12	YEAR	ucc,c,cg,al2
Algebra 2 A/B	4005, 4006	10-12	YEAR	ucc,c,cg,al2
AP Calculus AB A/B	4010, 4011	11-12	YEAR	ucc,c,cg,hlm
AP Computer Science A A/B	8410, 8411	11-12	YEAR	ucc,c,cg,cs
AP Precalculus A/B	4062, 4063	11-12	YEAR	ucc,c,cg,hlm
AP Statistics A/B	9468, 9469	11-12	YEAR	ucc,c,cg,hlm
Calculus A/B	4050, 4051	12	YEAR	ucc,c,cg,hlm
Geometry A/B	4003, 4004	9-11	YEAR	ucc,c,cg,geo
Honors Geometry A/B	4022, 4023	9-11	YEAR	ucc,c,cg,geo
Honors Pre-Calculus A/B	4088, 4089	10-12	YEAR	ucc,c,cg,hlm
Pre Calculus A/B	4007, 4008	10-12	YEAR	ucc,c,cg,hlm
Statistics & Data Science A/B	9470, 9471	11-12	YEAR	ucc,c,cg,hlm
Statistics A/B	4040, 4045	12	YEAR	ucc,c,cg,hlm

** Honors courses in grade 9 are not given Honors designation on the UC Course Management Portal.*

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. All courses that

are approved through the UC Course Management Portal and are also CSU approved. The CSU system does not have a separate approval process.

Science

Grade Levels: 9, 10, 11, 12
Credit Type: ucd, d, cg, bs, cp, is

Science Course Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
Anatomy and Physiology A/B	5085, 5086	9-12	YEAR	ucd,d,cg,bs
AP Biology A/B	5005, 5006	11-12	YEAR	ucd,d,cg,bs
AP Chemistry A/B	5030, 5031	11-12	YEAR	ucd,d,cg,cp
AP Computer Science Principles A/B	8396, 8397	9-12	YEAR	ucd,d,cg,cs
AP Environmental Science A/B	5093, 5094	11-12	YEAR	ucd,d,cg,is
Biology of the Living Earth A/B	5022, 5023	9-12	YEAR	ucd,d,cg,bs
Chemistry Honors A/B	5082, 5084	10-11	YEAR	ucd,d,cg,cp
Chemistry in the Earth System A/B	5024, 5025	10-12	YEAR	ucd,d,cg,cp
Cybersecurity A/B	8416, 8417	10-12	YEAR	ucd,d,cg,cs
Environmental Science A/B	5056, 5057	10-12	YEAR	ucd,d,cg,is
Physics Honors A/B	5016, 5017	9-12	YEAR	ucd,d,cg,cp
Physics in the Universe A/B	5020, 5021	9-12	YEAR	ucd,d,cg,cp
PLTW Computer Science Essentials A/B	8404, 8405	9-12	YEAR	ucd,d,cg,cs
PLTW Computer Science Principles A/B	8392, 8393	10-12	YEAR	ucd,d,cg,cp
PLTW Environmental Sustainability A/B	4140, 4141	10-12	YEAR	ucd,d,cg,is
PLTW Human Body Systems A/B	4138, 4139	10-12	YEAR	ucd,d,cg,bs
PLTW Intro to Engineering Design A/B	4127, 4128	10-12	YEAR	ucd,d,cg,en
PLTW Principles of Biomedical Science A/B	8406, 8407	9-12	YEAR	ucd,d,cg,bs
PLTW Principles of Engineering A/B	4090, 4091	9-12	YEAR	ucd,d,cg,en

These high school science courses are designed to prepare students for the college-level courses in laboratory science and have been UC-approved. There are two options for course pathways to meet this requirement. The first option for a course pathway begins with 9th grade Physics, then students transition to 10th grade Biology and 11th grade Chemistry. The second option for a course pathway begins with 9th grade Biology, then students transition to 10th grade Chemistry and 11th grade Physics. In both pathways, students finish their high school science experience with 12th grade Anatomy/Physiology, AP Biology, Robotics, or a PLTW course. While the majority of each course focuses on one discipline, the Earth and Space Science standards are also embedded in the Physics, Biology and Chemistry courses. The science curriculum offers a balanced and academically rigorous program based on the Next Generation Science Standards and the Common Core Literacy Standards for Science and Technical Subjects.

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics. Honors level courses in these disciplines typically require one year of prior laboratory science. Honors level courses in any other laboratory science (e.g., Environmental Science, Marine Biology, etc.) may also be considered for UC honors certification if they require a year of biology, chemistry, or physics, as well as at least algebra as prerequisites. The third course in an integrated science sequence may be considered for honors designation if it has the appropriate breadth, depth, and

prerequisites. All UC-Approved honors level laboratory science courses should be demonstrably more challenging than the college preparatory courses required as prerequisites. Topics covered and laboratory exercises must be in depth and involve analysis and research. Each UC-Approved honors level course must have a comprehensive written final examination including laboratory concepts. There should be a section of the regular college preparatory course offered for each UC-Approved honors level laboratory science course. All courses that are approved through the UC Course Management Portal and are also CSU approved. The CSU system does not have a separate approval process.

Language Other Than English

Grade Levels: 9, 10, 11, 12
Credit Type: uce, e, cg

Language Other Than English Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
AP Spanish Language A/B	1012, 1013	11-12	YEAR	uce,e,cg
AP Spanish Literature A/B	1010, 1011	11-12	YEAR	uce,e,cg
French 1 A/B	1162, 1163	9-11	YEAR	uce,e,cg
French 2 A/B	1164, 1165	10-12	YEAR	uce,e,cg
French 3 A/B	1166, 1167	10-12	YEAR	uce,e,cg
Spanish 1 A/B	1026, 1027	9-11	YEAR	uce,e,cg
Spanish 1 A/B Native Speakers	1020, 1021	9-11	YEAR	uce,e,cg
Spanish 2 A/B	1005, 9106	10-12	YEAR	uce,e,cg
Spanish 2 A/B Native Speakers	1003, 1004	10-12	YEAR	uce,e,cg
Spanish 3 A/B	1028, 1029	11-12	YEAR	uce,e,cg
Spanish 3 A/B Native Speakers	1023, 1024	11-12	YEAR	uce,e,cg

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

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

Visual and Performing Arts

Grade Levels: 9, 10, 11, 12
Credit Type: ucf, f, cg, pa, va

Visual Performing Arts Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
Advanced Band 2 A/B	8368, 8369	9-12	YEAR	ucf,f,cg,pa
Advanced Band 3 A/B	8376, 8377	9-12	YEAR	ucf,f,cg,pa
Advanced Band A/B	9193, 9194	9-12	YEAR	ucf,f,cg,pa
Advanced Digital Art & Design A/B	8420, 8421	10-12	YEAR	ucf,f,cg,va
Advanced Drama A/B	8155, 8156	9-12	YEAR	ucf,f,cg,pa
Advanced Visual Art A/B	8142, 8143	9-12	YEAR	ucf,f,cg,va
AP 3-D Art and Design A/B	8386. 8387	11-12	YEAR	ucf,f,cg,va
AP Music Theory A/B	3106, 3107	11-12	YEAR	ucf,f,cg,pa
AP Studio Art 2-D Design A/B	8272, 8273	11-12	YEAR	ucf,f,cg,va
AP Studio Art Drawing A/B	8264, 8265	11-12	YEAR	ucf,f,cg,va
Art A/B	8172, 8173	9-12	YEAR	ucf,f,cg,va
Beginning Band A/B	8364, 8365	9-12	YEAR	ucf,f,cg,pa
Digital Arts A/B	8223, 8224	9-12	YEAR	ucf,f,cg,va
Digital Art and Design A/B	8125, 8126	9-12	YEAR	ucf,f,cg,va
Drama A/B	8001, 8002	9-12	YEAR	ucf,f,cg,pa
Drawing A/B	8236, 8237	9-12	YEAR	ucf,f,cg,va
Drawing and Painting A/B	8191, 8192	9-12	YEAR	ucf,f,cg,va
Drumline A/B	8384, 8385	9-12	YEAR	ucf,f,cg,pa
Film A/B	8003, 8004	9-12	YEAR	ucf,f,cg,va
Film and Composition A/B	8252, 8053	10-12	YEAR	ucf,f,cg,va
History of Blues, Jazz, Rock and Pop A/B	8400, 8401	9-12	YEAR	ucf,f,cg,pa
Intermediate Band A/B	8366, 8367	9-12	YEAR	ucf,f,cg,pa
Modern Band 1 A/B	8378, 8379	9-12	YEAR	ucf,f,cg,pa
Modern Band 2 A/B	8380, 8381	11-12	YEAR	ucf,f,cg,pa
Musical Theater A/B	8092, 8093	10-12	YEAR	ucf,f,cg,pa
Percussion A/B	8046, 8057	9-12	YEAR	ucf,f,cg,pa
Photography A/B	8029, 8032	11-12	YEAR	ucf,f,cg,va
Studio Art A/B	8408, 8409	11-12	YEAR	ucf,f,cg,va
Visual Art A/B	8055, 8056	9-12	YEAR	ucf,f,cg,va

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

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

UC-Approved Electives

Grade Levels: 9, 10, 11, 12
Credit Type: ucg, g, cg, econ

UC Approved Electives Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
Academic English Essentials A/B	2101, 2101ELD, 2102, 20102ELD	10	YEAR	ucg,g,cg
Advanced Composition A/B	2086, 2087	10	YEAR	ucg,g,cg
Advanced Ethnic Studies A/B	3019, 3020	12	YEAR	ucg,g,cg
Advanced Journalism A/B	8374, 8375	10-12	YEAR	ucg,g,cg
AP African American Studies A/B	8398, 8399	12	YEAR	ucg,g,cg
AP Psychology A/B	5091, 5092	11-12	YEAR	ucg,g,cg
AP Research A/B	3106, 3107	10	YEAR	ucg,g,cg
Building and Construction A/B	4125, 4126	10-12	YEAR	ucg,g,cg
Building and Construction 2 A/B	4130, 4131	10-12	YEAR	ucg,g,cg
*California History A/B	3010, 3011	11-12	YEAR	ucg,g,cg
College Readiness A/B	7003DLH, 7004DLH	9-12	YEAR	ucg,g,cg
College Readiness 9 A/B	7030, 7031	9	YEAR	ucg,g,cg
College Readiness 10 A/B	7032, 7033	10	YEAR	ucg,g,cg
College Readiness 11 A/B	7034, 7035	11	YEAR	ucg,g,cg
College Readiness 12 A/B	7036, 7037	12	YEAR	ucg,g,cg
College Ready Language and Writing I A/B	7052ELD, 7053ELD	11-12	YEAR	ucg,g,cg
College Ready Language and Writing II A/B	7054ELD, 7055ELD	12	YEAR	ucg,g,cg
Creative Writing A/B	2030, 2031	9-12	YEAR	ucg,g,cg
Economics	3056	11-12	SEMESTER	ucg,g,cg,econ
Engineering and Robotics A/B	5087, 5088	11-12	YEAR	ucg,g,cg
Ethnic Studies A/B	3013, 3013ELD, 3014, 3014ELD	9,12	YEAR	ucg,g,cg
Global Studies A/B	3086, 3087	9	YEAR	ucg,g,cg
Intro to Composition A/B	2084, 2085	9	YEAR	ucg,g,cg
Journalism 1 A/B	8062, 8063	9-12	YEAR	ucg,g,cg
LatinX/African-American Literature A/B	2090, 2090ELD, 2091, 2091ELD	9-12	YEAR	ucg,g,cg
Medical Assistant A/B	7062, 7063	10-12	YEAR	ucg,g,cg
Psychology A/B	1050, 1051	9-12	YEAR	ucg,g,cg
*Speech and Communication A/B	8094, 8095	9-12	YEAR	ucg,g,cg

** This course has been UC approved specifically for a school. If you're interested in adding this course to your school, please reach out to the Counseling and Persistence Team for next steps.*

Green Dot Electives

Grade Levels: 9, 10, 11, 12
Credit Type: f, g, cg, pe

Non-UC Approved Electives Overview				
Course Title	Course Number(s)	Grade	Course Length	Credit Type
Information and Communication Technologies A/B	8418, 8419	9-12	YEAR	g,cg
Instrumental Music A/B	9863, 9864	9-12	YEAR	f,cg
Introduction to Engineering A/B	4115, 4116	9-12	YEAR	g,cg
Leadership	8007, 8008	9-12	YEAR	g, cg
Model United Nations A/B	9002, 9003	9-12	YEAR	g, cg
PE A/B	6001, 6002	9-10	YEAR	pe
Advanced PE A/B	6013, 6014	9-10	YEAR	pe
Student Government A/B	8017, 8018	9-12	YEAR	g,cg
Teacher Assistant A/B	8036, 8037	9-12	YEAR	g
Technology A/B	7001, 7002	9-12	YEAR	g,cg
Transition A/B	8708, 8709			g
Yearbook A/B	6020, 6021	9-12	YEAR	g

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.

Green Dot Intervention Courses

Grade Levels: 9, 10, 11, 12
Credit Type: g

Course Title	Course Number(s)	Grade	Course Length	Credit Type
English Language Arts				
Literacy Enrichment A/B	8160, 8160ELD, 8161, 8161ELD	9-12	YEAR	g
Literacy Enrichment 2 A/B	2027, 2027ELD, 2028, 2028ELD	9-12	YEAR	g
Literacy 1 A/B	8346ELD, 8347ELD	9	YEAR	g
Literacy 2 A/B	8348ELD, 8349ELD	10	YEAR	g
Literacy 3 A/B	8350ELD, 8351ELD	10	YEAR	g
Mathematics				
Math Foundations 9A/B	4119, 4120	9	YEAR	g
Math Foundations 10A/B	4121, 4122	10	YEAR	10
Study Skills/ Organization				
Curriculum Skills A/B	8292ELD, 8293ELD	9-12	YEAR	g
Academic Success A/B	6003, 6003ELD, 6004, 6004ELD	9-12	YEAR	g
Academic Success 9 A/B	6039, 6040	9	YEAR	g

Academic Success 10 A/B	6041, 6042	10	YEAR	g
Academic Success 11 A/B	6043, 6044	11	YEAR	g
Academic Success 12 A/B	6045, 6046	12	YEAR	g
College and Career Readiness				
Freshman Seminar A/B	7024, 7025	9	YEAR	g
Sophomore Seminar A/B	7038, 7039	10	YEAR	g
Junior Seminar A/B	7040, 7041	11	YEAR	g
Senior Seminar A/B	7042, 7043	12	YEAR	g
Advisory				
Advisory A/B (5.0)	2000, 2000ELD, 2009, 2009ELD	9-12	YEAR	g
Advisory 9 A/B (5.0)	7701GO, 7701GOELD 7711GO, 7711GOELD	9	YEAR	g
Advisory 10 A/B (5.0)	7702GO, 7702GOELD, 7712GO, 7712GOELD	10	YEAR	g
Advisory 11 A/B (5.0)	7703GO, 7703GOELD, 7713GO, 7713GOELD	11	YEAR	g
Advisory 12 A/B (5.0)	7704GO, 7704GOELD, 7714GO, 7714GOELD	12	YEAR	g

Special Education

Grade Levels: 9, 10, 11, 12
Credit Type: g

Scope and Sequence of High School Core Courses for Students on Alternative Curriculum						
Grade	**English**	**Math**	**Social Studies**	**Science**	**Health/Life Skills**	**Physical Education**
Grade 9	Practical English A	Practical Math A	Practical Social Studies A	Practical Science A	Life Skills A	PE or APE
	Practical English B	Practical Math B	Practical Social Studies B	Practical Science B	Life Skills B	PE or APE
Grade 10	Practical English A	Practical Math A	Practical Social Studies A	Practical Science A	Life Skills A	PE or APE
	Practical English B	Practical Math B	Practical Social Studies B	Practical Science B	Life Skills B	PE or APE
Grade 11	Practical English A	Practical Math A	Practical Social Studies A	Practical Science A	Transition A	----------
	Practical English B	Practical Math B	Practical Social Studies B	Practical Science B	Transition B	----------
Grade 12	Practical English A	Practical Math A	Practical Social Studies A	Practical Science A	Transition A	----------
	Practical English B	Practical Math B	Practical Social Studies B	Practical Science B	Transition B	----------
Total Credits	40 Credits	20 Credits	30 Credits	20 Credits	15 Credits	20 Credits (more if IEP determines need)

Course Title	Course Number(s)	Grade	Units	Designation
Life Skills A	8710	9-12	5	Life Skills A
Life Skills B	8711	9-12	5	Life Skills B

Practical English A	2SPRENGA	9-10	5	Pract Eng A
Practical English B	2SPRENGB	9-10	5	Pract Eng B
Practical Math A	4SPRMATA	9-10	5	Pract Math A
Practical Math B	4SPRMATB	9-10	5	Pract Math B
Practical Social Science A	8SPRSSA	9-10	5	Pract Social Sci A
Practical Social Science B	8SPRSSB	9-10	5	Pract Social Sci B
Practical Science A	5SPRSCIA	9-10	5	Pract Sci A
Practical Science B	5SPRSCIB	9-10	5	Pract Sci B
Transition A	8708	9-12	5	Tran A
Transition B	8709	9-12	5	Tran B

Dual Enrollment Classes

Green Dot offers several dual enrollment classes each semester across our schools which may include the below.

Course Title	Course Number(s)	Grade	Course Length	Credit Type
College Class - Dance	CC9082A, CC9082B	9-12	SEMESTER	ucf, f, cg
College Class - English	CC9120A, CC9120B	9-12	SEMESTER	ucb, b, cb
College Class - History/Social Science	CC9200A, CC9200B	9-12	SEMESTER	uca, a, cg
College Class - Mathematics	CC9273A, CC9273B	9-12	SEMESTER	ucc, c, cg
College Class - Music	CC9303A, CC9303B	9-12	SEMESTER	ucf, f, cg
College Class - Other	0013, 0014	9-12	SEMESTER	ucg, g, cg
College Class - Science	CC9358A, CC9358B	9-12	SEMESTER	ucd, d, cg
College Class - Theatre	CC9096A, CC9096B	9-12	SEMESTER	ucf, f, cg
College Class - Visual Arts	CC9020, CC9020B	9-12	SEMESTER	ucf, f, cg
College Class - World Language	CC9154A, CC9154B	9-12	SEMESTER	uce, e, cg

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 9th grade students that acclimates students to the Oscar de la Hoya Ánimo culture of high 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 may 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 interventions 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 upon enrollment.
- *Credit Recovery*: There is a framework for 5th year students to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered. Students meet frequently with their counselors (minimum of one meeting per year) to review grades and progress towards graduation. A credit recovery plan may be drafted as early as the 10th grade year or when needed for each individual student. A meeting with the student may be followed up with a parent meeting or contact with parents via phone.
- *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, Dual Enrollment, 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 will offer a variety of programs to ensure that the social and emotional needs of our students are met. An Advisory course is built into the master schedule to serve as a level 1 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: providing academic and social-emotional support. These classes are particularly important to build connection to the Charter 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 high 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 high school and college);
- Be taught study skill strategies, test-taking strategies, and communication tools that will enable them to succeed in their high school academic career. Students will also engage in projects where they learn about themselves, high school and college options;
- Be encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future;
- 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 high school, students benefit from a familiar support system built into the school day. In order to assess the effectiveness of the Advisory course, students 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.

Graduation Requirements

It is required that all of the Charter School students take courses that are college-preparatory, aligned with the CCSS and meet UC/CSU A-G requirements. Students are required to receive a C or higher in order to meet the UC/CSU A-G requirements. Currently, CCSS has been implemented in ELA and Math courses, and Science and History have implemented the Literacy in History/Social Studies, Science and Technical Subjects CCSS. High school graduation requirements may vary by school with approval from the Green Dot Board of Directors and will be no less than 240 credits to graduate unless in a minimum or exempted students pathway. The various graduation requirements are outlined below. The Charter School's graduation requirements comply with applicable California law and emphasize, but are not limited to, the traditional subjects of Math, Science, English, History, and Foreign Language. These subjects are presented in ways that make them responsive to the backgrounds and lives of our students. In addition to core subjects, the Charter School also offers a variety of electives to provide opportunities for students to meet the A-G requirements, including Visual and Performing Arts and Foreign Language.

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.

Graduation Requirements Table

Subject Requirement	Green Dot Minimum Graduation Requirement IEP/ ILP	Green Dot Graduation Requirement	UC and CSU Admission Requirement	Exempted Students (Identified Above) CA Minimum Graduation Requirements/**Alternative Diploma Pathway*
History/Social Science UC/CSU Requirement A	**30 Semester Credits** Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	**30 Semester Credits** Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	**20 Semester Credits** (Equivalent to two year-long courses or four semesters) of history/social science courses are required. Coursework must include one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.	**25 Semester Credits** Student must complete one full year of World History, one full year of US History and one semester of US Government
English UC/CSU Requirement B	**30 Semester Credits** Equivalent to three year-long English courses of college preparatory composition and literature are required.	**40 Semester Credits** Equivalent to four year-long English courses of college preparatory composition and literature are required.	**40 Semester Credits** Equivalent to four year-long courses or eight semesters) of college preparatory English composition and literature (classic and modern) are required. Both reading and writing components must be included in the courses.	**30 Semester Credits** Equivalent to three year-long English courses

Mathematics* UC/CSU Requirement C	**20 Semester Credits** Two years, including Algebra I and a higher level Algebra 1 math course are required	**30 Semester Credits** Equivalent to three one-year courses) of college preparatory mathematics are required	**30 Semester Credits** Equivalent to three one-year courses) of college preparatory mathematics are required. Forty Semester credits are strongly recommended.	**20 Semester Credits** Two year-long courses, including Algebra and a higher level Algebra 1 match course.
Lab Science UC/CSU Requirement D	**20 Semester Credits** Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.).	**20 Semester Credits** Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.).	**20 Semester Credits** Laboratory Science (equivalent to two one-year courses) of laboratory science are required. Students must have at least two of the foundational subjects of biology, chemistry and physics. CSU campuses demand that one science must be a life science (biology, etc.) and the second science a physical science (chemistry, physics, etc.). **30 credits are strongly recommended**.	**20 Semester Credits** Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.).

Language Other Than English* UC/CSU Requirement E	**10 Semester Credits** Equivalent to one year-long course of either visual and performing arts or single language**.**	**20 Semester Credits** Equivalent to two, one-year courses of coursework in a single language.	**20 Semester Credits** Equivalent to two, one-year courses of coursework in a single language. **30 credits are strongly recommended.**	**10 Semester Credits** Equivalent to one year-long course of visual and performing arts, single language, or career technical education (CTE) courses.
Visual and Performing Art UC/CSU Requirement F		**10 Semester Credits** one year-long course required in any of the following categories: dance, drama/theater, music, or visual art	**10 Semester Credits** one year-long course required in any of the following categories: dance, drama/theater, music, or visual art	
Physical Education** 	**20 Semester Credits** Equivalent to two years of physical education	Varies based on charter language	Not required for UC or CSU admission.	**20 Semester Credits** Equivalent to two years of physical education

College Prep Elective UC/CSU Requirement G	**Not applicable**	**10 Semester Credits** Equivalent to one year-long course, or two semester long courses This requirement may be satisfied in one of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.	**10 Semester Credits** Equivalent to one year-long course, or two semester long courses. This requirement may be satisfied in one of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.	**N/A**
Green Dot Electives* **	**90 Semester Credits** Any elective courses applicable	**80 Semester Credits** Any elective courses applicable	Not required for UC or CSU admission.	None
Total Credits	220 credits 130 core 90 elective	240 credits 160 core 80 elective	150 core + 90 elective credits	**130 credits**

The A-G courses are the default curriculum that guides the course of study for all students at Oscar de la Hoya Ánimo. Students who receive the grade of a D in an A-G course may receive the credit necessary for graduation, but will not be deemed A-G ready for the requirements for admission into the Cal State University or University of California system.

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

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

Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student Policy Manual and meetings with counselors. Counselors are available for individual meetings with parents as requested and often hold grade level parent meetings to update parents and students on key information for a specific year of their high school experience. Counselors support the academic consultancy protocol led by teachers in Advisory class, which empowers students to monitor their individual academic progress in current classes and overall graduation requirements. Each student has access to the California College Guidance Initiative ("CCGI") platform to leverage transcript information to track progress toward college eligibility. Every transfer student participates in an intake meeting which includes a review of his or her transcript and tracking towards graduation. Every exiting student also receives a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School's master schedule is informed by student needs to ensure sufficient intervention opportunities are available for the student population.

Academic Calendar and Schedules

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 Charter School calendar meets the minimum requirements for annual instructional minutes set forth by Green Dot and the State of California. 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 high schools is 64,800 and 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 Charter School site at least 80 percent of the minimum instructional time required pursuant to EC Sections 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 truancies, 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 Charter School schedule as much as possible to the calendar for the 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 the Charter School.

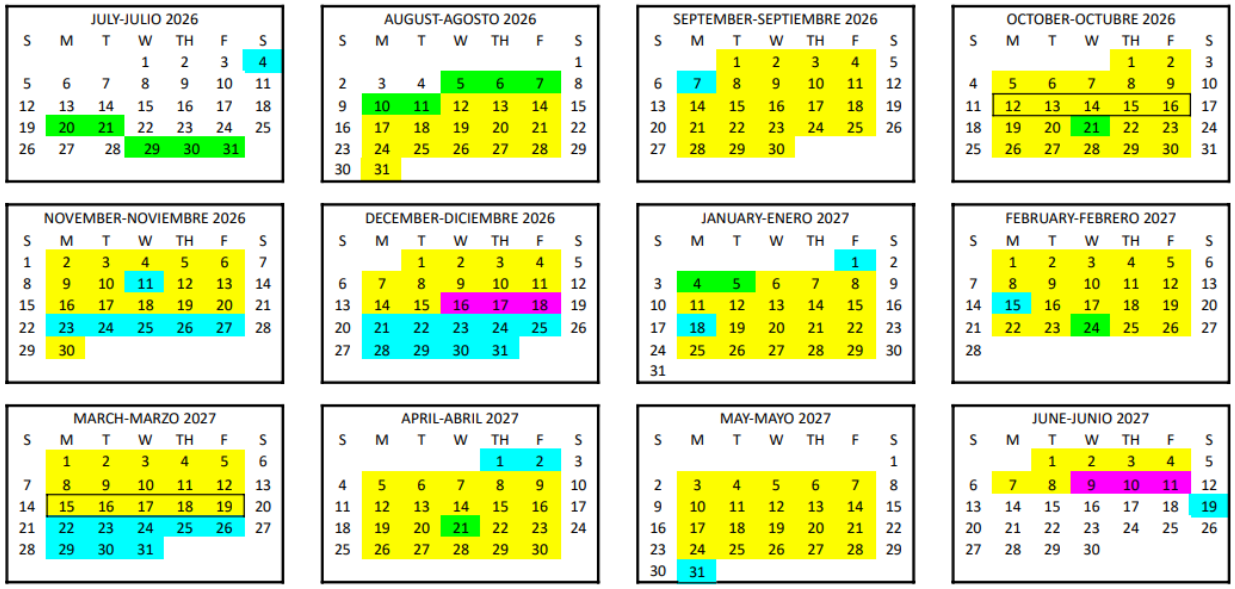
Sample Instructional Days and Minutes Calculator Oscar de la Hoya Ánimo School Year

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									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N	175	361	8	265					183	64800	65295	495
10	Select Y/N	175	361	8	265					183	64800	65295	495
11	Select Y/N	175	361	8	265					183	64800	65295	495
12	Select Y/N	175	361	8	265					183	64800	65295	495

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.

Oscar de la Hoya Ánimo Charter High School
Calendar 2026-27



School Holidays and Important Dates (colors correspond to above calendar)

Staff Professional Development/Preparación para Maestros Pupil Free Day/Dia 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/Dìa de Conmemoración	May 31
Juneteenth Holiday	Jun 19
4th of July	Jul 4
Minimum Days/Dia 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	
8:30 AM-9:10 AM	Period 1	8:30 AM-9:50 AM	Period 1	8:30 AM-9:50 AM	Period 4	8:30 AM-9:50 AM	Period 3	8:30 AM-9:30 AM	Period 1
9:10 AM-9:15 AM	Passing	9:50 AM-9:55 AM	Break	9:50 AM-9:55 AM	Break	9:50 AM-9:55 AM	Break	9:30 AM-9:35 AM	Passing
9:15 AM-9:55 AM	Period 2	9:55 AM-10:00 AM	passing	9:55 AM-10:00 AM	Passing	9:55 AM-10:00 AM	Passing	9:35 AM-9:40 AM	Break
9:55 AM-10:00 AM	Break	10:00 AM-10:45 AM	Advisory	10:00 AM-10:45 AM	Advisory	10:00 AM-10:45 AM	Advisory	9:40 AM-10:40 AM	Period 2
10:00 AM-10:05 AM	Passing	10:45 AM-11:15 AM	Lunch	10:45 AM-11:15 AM	Lunch	10:45 AM-11:15 AM	Lunch	10:40 AM-11:10 AM	Lunch
10:05 AM-10:45 AM	Period 3	11:15 AM-11:20 AM	Passing	11:15 AM-11:20 AM	Passing	11:15 AM-11:20 AM	Passing	11:10 AM-11:15 AM	Passing
10:45 AM-10:50 AM	Passing	11:20 AM-12:40 PM	Period 2	11:20 AM-12:40 PM	Period 5	11:20 AM-12:40 PM	Period 4	11:15 AM-12:15 PM	Period 3
10:50 AM-11:30 AM	Period 4	12:40 PM-12:45 PM	passing	12:40 PM-12:45 PM	Passing	12:40 PM-12:45 PM	Passing	12:15 PM-12:20 PM	Passing
11:30 AM-12:00 PM	Lunch	12:45 PM-2:05 PM	Period 6	12:45 PM-2:05 PM	Period 1	12:45 PM-2:05 PM	Period 6	12:20 PM-1:20 PM	Period 6
12:00 PM-12:05 PM	passing	2:05 PM-2:10 PM	Passing	2:05 PM-2:10 PM	Passing	2:05 PM-2:10 PM	Passing	1:20 PM-1:25 PM	Passing
12:05 PM-12:45 PM	Period 5	2:10 PM-3:30 PM	Period 3	2:10 PM-3:30 PM	Period 2	2:10 PM-3:30 PM	Period 5	1:25 PM-2:25 PM	Period 4
12:45 PM-12:50 PM	passing							2:25 PM-2:30 PM	Passing
12:50 PM-1:30 PM	Period 6							2:30 PM-3:30 PM	Period 5

Sample Minimum Day Schedules

Finals S1	
8:30 AM-8:45 AM	Advisory
8:45 AM-8:50 AM	Passing
8:50 AM-10:50 AM	Period 1/3/5
10:50 AM-10:55 AM	Passing
10:55 AM-11:00 AM	Break
11:00 AM-1:00 PM	Period 2/4/6

Finals S2	
8:30 AM-8:45 AM	Advisory
8:45 AM-8:50 AM	Passing
8:50 AM-10:50 AM	Period 1/3/5
10:50 AM-10:55 AM	Passing
10:55 AM-11:00 AM	Break
11:00 AM-1:00 PM	Period 2/4/6

1:00 Dismissal Day	
8:30 AM-9:10 AM	Period 1
9:10 AM-9:15 AM	Passing
9:15 AM-9:55 AM	Period 2
9:55 AM-10:00 AM	Passing
10:00 AM-10:05 AM	Break
10:05 AM-10:45 AM	Period 3
10:45 AM-10:50 AM	Passing
10:50 AM-11:30 AM	Period 4
11:30 AM-11:35 AM	Passing
11:35 AM-12:15 PM	Period 5
12:15 PM-12:20 PM	Passing
12:20 PM-1:00 PM	Period 6

Examples of Minimum days:

- Finals: Minimum days or a modified schedule may be provided during Finals at the end of each semester so that students will have additional time to study and prepare for assessments.
- Parent Conferences: Minimum days may be provided during parent conferences so that teachers may be available to meet with parents to discuss students' academic progress as needed.

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.

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
AP Studio Art	Art	Art	Art	Art		Film
World History (H)	World History (H)	World History	World History		World History	World History
U.S. History (H)	Ethnic Studies	U.S. History (H)	U.S. History		U.S. History	U.S. History
Government/Econ	AP Gov/Econ	Pop Culture	Government/Econ		Government/Econ	AP Gov/Econ
Spanish 1 (N)	Spanish 1 (N)		Spanish 1 (N)	Spanish 1 (N)	Spanish 1 (NN)	Spanish 1 (N)
Spanish 2 (N)	Spanish 2(N)		Spanish 2 (NN)	Spanish 2 (N)	Spanish 2 (N)	Spanish 2(N)
AP Spanish	Spanish 3(NN)		AP Spanish	AP Spanish	AP Spanish	AP Spanish
	English 9	English 9	English 9	Honors English 9	English 9	English 9
	English 10	English 10	English 10	Honors English 10	Honors English 10	English 10
	AP Language	AEE (ELD)	AP Language	English 12	English 12	AP Language
	AP Literature	English 11	English 11	AP Literature	English 11	Student Govt (ASB)
Lit. Enrichment (ELD)	Lit. Enrichment (ELD)	AEE	Lit. Enrichment	Lit. Enrichment		Lit. Enrichment
Drama	Drama (9th)	Drama	Drama	Drama		Musical Theater
Math Foundations 9		Math Foundations 9	Integrated Math	Integrated Math	Math Foundations 9	Math Foundations 9
Algebra 1		Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1
Pre Calculus		Pre Calculus	Pre Calculus	Calculus	Pre Calculus	Pre Calculus
Algebra 2		Algebra 2 - 2nd lunch	Algebra 2	Algebra 2	Algebra 2 - 2nd lunch	Algebra 2
Geometry		Geometry - 1st lunch	Geometry	Geometry	Geometry - 1st lunch	Geometry
Technology	Technology	Technology		Technology	Technology	Technology
College Readiness 12	College Readiness 12	College Readiness 12		College Readiness 12	Credit Recovery (APEX)	College Readiness 12
Journalism / Adv. Journalism	College Readiness 11	College Readiness 11		College Readiness 11	College Readiness 11	College Readiness 11
P.E./Health	P.E./Health	P.E./Health		P.E./Health	P.E./Health	P.E./Health
Biology	Biology	Biology	Biology	Biology	Biology	
Anatomy/Physiology	Anatomy/Physiology	Anatomy/Physiology	Anatomy/Physiology	AP Biology	AP Biology	
Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	
Physics	Physics	Physics	Physics	Physics	Robotics	
Academic Success 11	TBD	TBD	TBD	Academic Success 12	Academic Success 12	TBD
TBD	Academic Success 10A	TBD	Academic Success 10A	TBD	Academic Success 11A (Small Group)	TBD
TBD	TBD	Academic Success 9	TBD	TBD	TBD	Academic Success 9
			Child Development 101			
T.A.	T.A.	T.A.	T.A.	T.A.	T.A.	T.A.

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, reflect, 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 Learners, Students with Disabilities 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 schools. Topics include classroom management, creating a culture of high expectations in the classroom, intellectual preparation, unpacking curriculum and data analysis, etc.
- **Mentorship**: New teachers may be assigned a mentor for informal check-ins. logistical support at the Charter 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 Charter School 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 may 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 will follow 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**: 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 Leader 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 Charter School administrative team and Area Superintendents will be revisited in these sessions as schools progress monitor towards their academic goals. Area Superintendents will follow up with each leader in their biweekly coaching sessions to reflect upon their participation in the Instructional PD and applicable next steps for their school site.
- **Summer Retreat**: Two day retreat for all Principals and Assistant Principals to set focus for 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 Charter 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 Charter 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 Charter 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

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including 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. Oscar de la Hoya Ánimo 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 Oscar de la Hoya Ánimo are served through a variety of programs designed to meet their needs. All Oscar de la Hoya Ánimo EB 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.

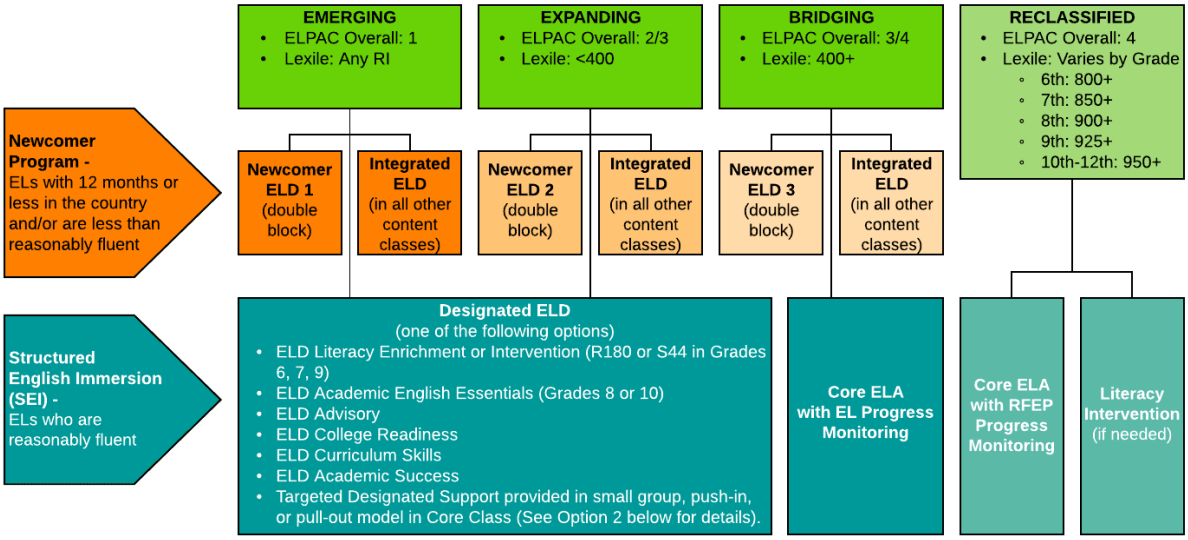
Designated instructional time varies based on student proficiency and will be included as part of students' individual progress monitoring and tracked on the ELLevation platform.

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:***
  - 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:***
  - 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
Newcomer ELD	● Newcomer ELs ≤ 12 months in the country and/or whose data shows they need intensive EL support ● Separate sections for ELD 1, 2 and 3 based on ELPAC scores, lexile and portfolio data (see EL Placement Chart above). ● Students are enrolled in 2 sections of newcomer ELD* per day in lieu of core ELA and literacy intervention.	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. *Curriculum Resources:* ● Core: High School: *Edge* Middle School: *Inside ELD* ● Supplemental*: Imagine Learning*
ELD Literacy Enrichment	● ELs with lexile and language proficiency data that illustrates a combination of reading support and language support is needed. ● Newcomer ELs may be placed in this course if the Charter School does not have enough students to offer a Newcomer Program	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. *Curriculum Resources:* ● Houghton Mifflin Harcourt's S44 and Read180 Universal curriculum with ELs receiving targeted language support in small group ● *Imagine Learning* software for Newcomers who are not yet ready for S44 or R180 Software
ELD Academic English Essentials	● ELs with lexile and language proficiency data that illustrates a need for academic language and literacy support ● Newcomer ELs may be placed in this course if the Charter School does not have enough students to offer a Newcomer Program	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. Curriculum ● Houghton Mifflin Harcourt's English 3D curriculum ● Imagine Learning software for newcomers

ELD College Readiness	● ELs who do not need a literacy enrichment course and benefit from more general academic support toward college readiness. ● Newcomer ELs may be placed in this course if the Charter School does not have enough students to offer a Newcomer Program *Offered in High School only*	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. *Curriculum* ● *AVID* or similar program ● Imagine Learning software for newcomers
ELD Advisory	● 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. ● Newcomer ELs may be placed in this course if the Charter School does not have enough students to offer a Newcomer Program	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. *Curriculum* ● *Second Step* or Similar curriculum ● Imagine Learning software for newcomers
ELD Academic Success	● ELs with IEPs ● Newcomer ELs may be placed in this course if the Charter School does not have enough students to offer a Newcomer Program	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.
ELD Curriculum Skills	● ELs who do not need a literacy enrichment course and would benefit from more general academic support. ● May include both LTELs and newcomer ELs if the Charter School does not offer newcomer ELs	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. Curriculum ● Course uses grade level content curriculum to provide support to ELs with content courses

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

English Course ***Or*** **Elective Course**	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.	proficiency through differentiated instruction and appropriate grouping. ● ***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. ● ***Protected time*** 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 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.

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**
Light	4 Bridging	>900L	>1000L
Moderate	3 Expanding	>850L	>950L
Substantial	$\leq$ 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 Oscar de la Hoya Ánimo 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. Oscar de la Hoya Ánimo 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 Council 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.

Oscar de la Hoya Ánimo 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

Oscar de la Hoya Ánimo 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 EB 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 EBs 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.[15] 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

[15] California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

- Language focus that amplifies content learning
- 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.	**Language proficient MAP RIT range** *automatically qualifies for reclass:* 9th 214+ 10th 216+ 11th-12th 220+	Teacher completes an evaluation form to confirm that the student's language proficiency demonstrates readiness for reclassification.	Yes
	Low MAP RIT range *requires teacher override to reclass:* 9th: 208-213 10th 210-215 11-12th 211-219	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.
    - Place dated reclassification form signed by the EL Administrator in the student's cumulative file.
    - Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.
6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
    - After fall ELPAC data is published
    - After spring ELPAC data is published
7) Monitor the academic progress of RFEP students for four years.
    - If a student scores Below Basic or Far Below Basic on SBAC, a Tier 1, 2, or 3 intervention is initiated as appropriate.
    - Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
    - If a student is failing core academic classes, 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
- A-G Completion Rates
- Graduation Rates
- 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 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 Honors and AP classes. Throughout their high school career, students found to be achieving above grade level will have the 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.

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 standards 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 Students

According to CDE data, 97% of the Charter School's students are socioeconomically disadvantaged. The Charter School's academic program is inherently formulated to address both the academic and social-emotional needs of these 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 9th grade students that acclimates students to the Charter School's high school culture, 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 will 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 (Read 180)**: 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 the 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.
- **Advanced Placement Courses**: Students will have the opportunity to take Advanced Placement courses as early as the 9th grade. The complete list of AP course offerings is included above. Courses offered each year are determined by student data and interest. These courses offer students at or above grade level to challenge themselves with the rigor of a college level course.
- **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 Charter 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 Charter 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 Charter 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 Charter 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 Charter 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

The measurable student outcomes are 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 and similar resident schools on key performance metrics, including CAASPP performance, graduation rates, A-G completion 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

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 Local Control and Accountability Plan ("LCAP").

Measuring Pupil Outcomes: Student Assessments
Aligned with its firm belief in accountability, Green Dot schools have rigorous assessment and goal-setting programs to measure students' 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 Charter School through graduation and teachers monitor their progress closely. The following assessments are currently used at Green Dot's existing schools:

- ***Placement exams**:* All incoming enrolled students are given placement exams in order to 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 exam 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 is also 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 Assessments**:* Green Dot schools will use interim assessments to assess student mastery of standards. Curriculum-embedded assessments given to all students allows for the calibration of teaching practices across the Charter 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 EL 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's Education Team (Area Superintendent and Curriculum Specialists).

Measuring Pupil Outcomes: Summative Assessment Performance Targets

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 and will be reviewed annually as new data is available. LCAP goals and targets may be adjusted based on the Charter 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.

Measuring Progress Towards 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 Language Learners, and Special Education students. The Charter 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

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 concepts, procedural skills and problem - solving abilities. - Students will use critical thinking, reasoning, and real - world application	Green Dot Math Diagnostic (formative)	Summer Bridge
		i-Ready Assessment (formative and summative)	3 times per year

	to demonstrate fluency, number, sense, algebra, geometry and data analysis.	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
		CAST (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.

In addition to passing the required number of courses appropriately distributed, graduating students may complete a capstone 12th grade project that demands evidence of student learning for their four years of education at the Charter School, demonstrating their proficiency in the goals we have set for students, which include:

- Ability to show leadership in the community setting
- Demonstration of problem-solving skills
- Showing respect for differences among people and cultures
- Confidence in academic ability and interpersonal relations

- Evidence of working cooperatively and negotiating effectively with others

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

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

Data Analysis and Reporting

The achievement of 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 Charter 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 Charter School will monitor the California Department of Education's California School Dashboard as information becomes available regarding measurable outcomes for all indicators, including the college and career state indicator. 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 9th 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 9th 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 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 Charter School's mission, purpose, and expectations, reviewing state and District standards, internalization of curriculum, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
- ***DO: Linking standards to curriculum and assessment***: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the Charter 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 Charter 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

	Measure	Analyze	Develop Action Plan and Set Goals
Students	● State Tests ● Classroom Assessments Grades ● Attendance ● Retention Rate[16] ● Disciplinary Actions	● Compare with similar schools and to all California schools ● Identify root causes of performance increases or decreases in each area	Create plan for improvement in low performing areas Set targets for next academic year Improvement required annually
Teachers	● Teacher Performance Evaluations ● Student Performance in Individual Classes ● Teacher Satisfaction Surveys from Students ● Teacher Retention	● Identify strengths & opportunity areas for each teacher ● Compare with prior year data ● Analyze "life cycle of teachers" to identify breakdowns (recruiting, staff development, etc.)	● Create plan for improvement in low performing areas ● Set targets for next academic year
Parents	● Attendance at School Parent Meetings ● Opportunities to engage in students' learning experiences	● Compare with previous years and across Green Dot ● Identify internal and external forces affecting performance	● Create plan for improvement in low performing areas ● Set targets for next academic year
Principal / Admin.	● Student Performance ● Student Satisfaction ● Teacher Performance ● Teacher Satisfaction ● Fiscal Management ● Parent Satisfaction ● Area Superintendent Evaluation	● Compare with previous years, across Green Dot & similar schools	Create plan for improvement in low performing areas Set targets for next academic year

[16] Retention rate is defined as year over year cohort retention of students, or how many students are electing to return each year.

Green Dot Management	● Academic Performance at Individual Schools ● Staff Performance and Retention ● Organizational Culture ● Operations and Fiscal Management	● Compare with previous years and targets set by Board	Create plan for improvement in low performing areas Set targets with Board for next academic year

Identification of Who will be Accountable for Student Progress
Green Dot's governing board will hold the principal of the Charter School ultimately accountable for the success of the Charter 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 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 Charter 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
Assessment	Any independent work the student that demonstrates progress toward mastery of the skills and knowledge described in each course standard. An assessment grade must not incorporate an evaluation of behavior such as effort or participation.	**Lesson Level Assessments** • Exit Slips that demonstrate progress toward mastery of the standard. • Independent Practice • Student work from Nearpod, Jamboard, Google Doc etc. **Quiz or Mid-Unit Assessment or Draft** • Draft of process writing • Portion or draft of a project • Mid-Unit test **End of Unit Assessments** • Final draft of process writing • End of Unit Test, Mid-Term, or Final Exam • Final Project or Presentation • Each portion of a multi-standard assessment	95%
Classwork and Practice Note that using this category is optional. Teachers may provide feedback on this category of work without entering in the gradebook.	An in-class or in-session processing or practice opportunity. Homework Work completed in collaboration with others Reflects student engagement in course content, but may not be reflective of individual mastery.	(TWDR, Socratic Seminar, Nearpod activities, etc) Guided Practice: any work done in class with support from classmates or adults. Does not yield information on independent mastery.	5%

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/Graduation and Retention

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

Student credits determine a student's progress towards the next grade level at the high school level. Students who do not have the appropriate number of credits may not be permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child.

- Graduation: 240 semester credits*

- From 9th to 10th: 60 semester credits
- From 10th to 11th: 120 semester credits
- From 11th to 12th: 180 semester credits

**See Graduation Requirements in Element 1*

A student can only earn a diploma from a Green Dot school once they have completed all graduation requirements with regard to classes and credits. Any student who has not met all credit requirements by the date of graduation must complete all units within one year of their graduation year in order to earn a diploma from a Green Dot school.

On-going communication with parents via conferences, progress reports, and report cards will provide initial notification of concerns with student academic performance. 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 support are in place for improving student outcomes. The Charter School considers multiple measures such as attendance, course grades, academic data, and age/maturity.

The following criteria will be considered for promotion:

1) Attendance – a student with excessive absences may lose credit per the School Attendance Review Team
2) Course Grades – a reflection of student mastery of grade level standards

Counselors are available for individual meetings with parents as requested and often hold grade level parent meetings to update parents and students on key information for a specific year of their high school experience. Counselors support the academic consultancy protocol led by teachers in Advisory class which empowers students to monitor their individual academic progress in current classes and overall graduation requirements. Increased communication in Grade 11 and 12 provides parents and students with notification of graduation tracking and the need for additional supports to meet requirements. A parent conference will be held before any determination of retention.

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).)

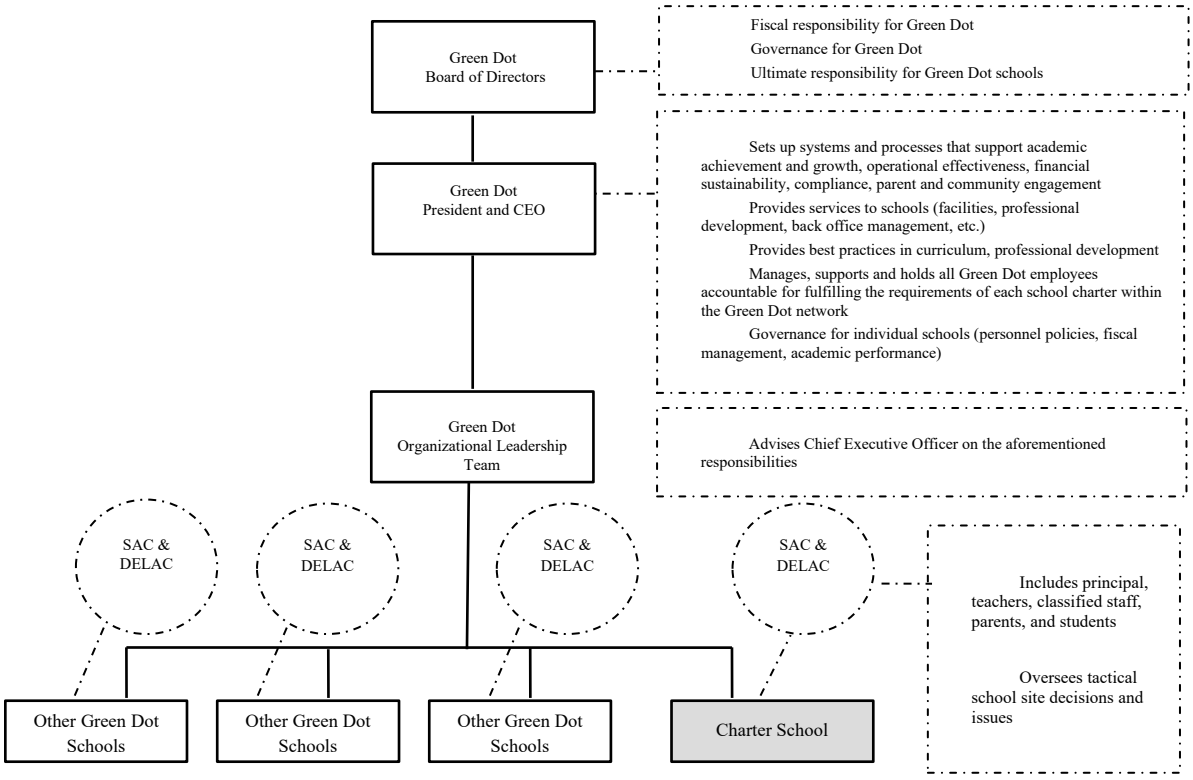
FEDERAL PROGRAM COMPLIANCE

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 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;
  - Oversight of student discipline and staff personnel issues;

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

The 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 Charter School's 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 Charter School; recommend and monitor the Charter School's annual budget; ensure operation of the Charter School in accordance with the charter and the law; and hiring the Charter 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 Charter 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 Charter 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 Charter 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 Charter 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 will have extensive experience in business management, finance administration, and accounting.

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 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 Charter 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 Charter School will be executed by Green Dot. The principal can request purchase orders. Green Dot's Account Payable will then work with The Charter 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.

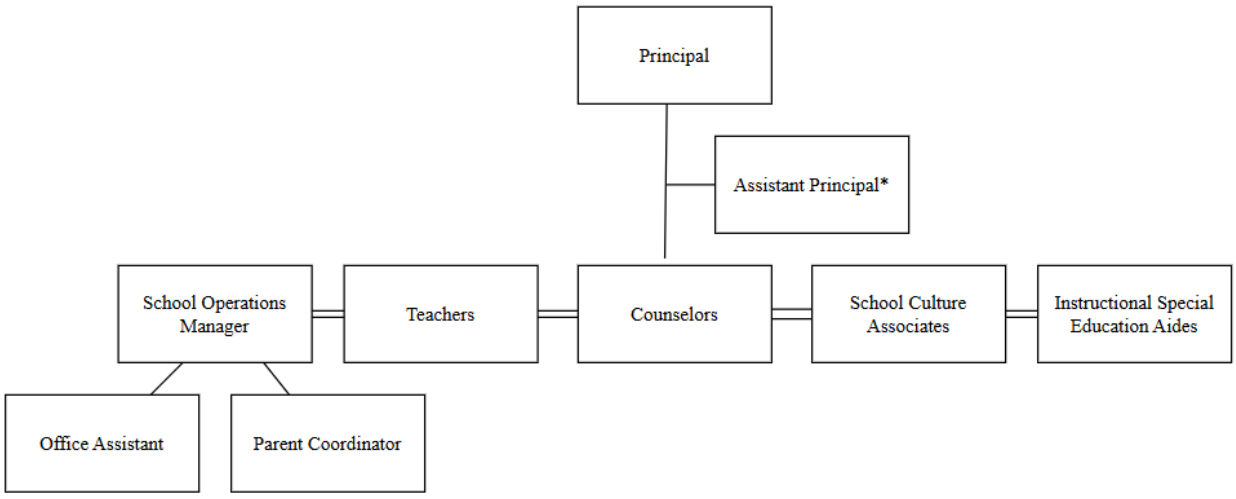
Human Resources
Human Resources services are managed through the Green Dot Home Office. Green Dot has developed robust systems to ensure compliance with existing legislation that supports employees.

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 Charter 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



*Assistant Principal may directly supervise any of the following: teachers, special education teachers, counselors, School Culture Associates, 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 members generally holds office for a term expiring on the second 31st 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 31st 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.

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 then in office 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.

D. 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"), LCAP, or comparable document, reviews The Charter School's strategic plan, monitors its implementation throughout the year, provides numerous opportunities for students and parents to contribute to The Charter School's operations and growth, and reviews The Charter 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 Charter 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 Charter 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 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.

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 Learner 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 Charter School, the Charter 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 Charter School's performance on its LCAP goals and provides feedback on the Charter School's goals and budget during SAC meetings. Additionally, the Charter School's LCAP is available on the Charter School's website, allowing families to easily access information about the Charter School's performance and spending.

Element 5: Employee Positions and 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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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 Charter School, direct and supervise the curriculum and guidance program of the Charter 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 Charter 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 Charter School, direct and supervise the curriculum and guidance program of the Charter 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 Charter 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 Charter 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 Charter School's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the Charter 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 Charter 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 Charter 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 Charter School's facilities and coordinates with Green Dot's Facilities Team to implement school facility projects
- Manage enrollment cycle at the Charter 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 Charter School and recruit community partners to become part of the Charter 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 Charter 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 Charter 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 rquire 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 dettraermined 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 Chater 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 Balance

"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.

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 Boyle Heights 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 middle school recruiting at schools such as: Animo Ellen Ochoa, Stevenson, Arts in Action Community Middle School, Extera Public Schools, KIPP Innovation, KIPP LA College Prep, and

Para Los Ninos – 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 Charter School;
4) Community partnerships – The Charter School works community leaders to "get the word out" about the Charter School;
5) Community walks – The Charter School goes door to door, talks to families, and hands out information about the Charter 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	● Last Minute Enrollment Push ○ Family Referral Campaign ○ Recruitment in retail communities for back to school shopping ○ Attending Back to School themed events ○ Potential Mailers
September	● Last Minute Enrollment Push ○ Family Referral Campaign ○ Recruitment in retail communities for back to school shopping ○ Attending Back to School themed events ○ Potential Mailers
October	· Field Recruitment o Calling Leads from e-marketing campaigns o Community Events: § Halloween Events § Fall Festivals o High School Nights at feeder schools

November	● Field Recruitment ○ Calling Leads from e-marketing campaigns ○ Community Recruitment: ■ Thanksgiving parades ■ Turkey Drives ■ Food Banks ○ High School Nights at feeder schools
December	● Field Recruitment: ○ Calls to post-lottery offers ○ Community Recruitment: ■ Parades ■ Shopping ■ Community Events ■ Food Banks
January	● Field Recruitment: ○ Calls to post-lottery offers ○ Intent to Return calls to current families
February	● Continue post-lottery offer calls ● Phone Banking
March	● Community Recruitment ○ Church visits
April	● Community Recruitment ○ Church visits
May	● Field Recruitment ○ Orientation Events
June	● Field Recruitment ○ Feeder school graduations ○ Orientation Events

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 eighth graders in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. Our outreach will include communication to families of students who would typically attend Jefferson Senior High School, Manual Arts High School, or Santee High School to ensure that all students in the area have an opportunity to attend a Green Dot school. Community members will be notified through community meetings, mailings, personal phone calls and possibly newspaper advertisements. The Charter School holds 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 Charter School operations team, school administrators, and the 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 Charter 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: Admission 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 inquiries 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 schoosite.

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.)

Admissions Requirements

The Charter School will admit all pupils who wish to attend the Charter School as per Education Code section 47605(e)(2)(A). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing as described below.

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:

- Students with siblings currently enrolled at Charter School who reside within LAUSD boundaries[17]
- Children of Green Dot regular employees who reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Students who attend Ánimo Ellen Ochoa Charter Middle School who reside within LAUSD boundaries
- All other students who reside within LAUSD boundaries
- Students with siblings currently enrolled at Charter School who do not reside within LAUSD boundaries
- Children of Green Dot regular employees who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- Students who attend Ánimo Ellen Ochoa Charter Middle School who do not reside within LAUSD boundaries
- 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 1st 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 Charter 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 Charter School or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to help ensure all

[17] 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 Charter School during the lottery.

interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the Charter School.

Lottery Procedures
At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all 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 Charter 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 category1 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 Charter 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 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 Charter School, including completion of the 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 Charter 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. 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

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 15th 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 Charter 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 Charter School and serves the best interests of the Charter 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 Charter School implements school-wide behavior supports and alternatives to out-of-school suspension. The Charter 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.[18] 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 Charter 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 Charter 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 Charter 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 students to meet their individual needs to find a common ground in the classroom, to ensure that learning

[18] More information about the STOIC classroom management model is available here: http://www.safeandcivilschools.com/

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 Charter 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 Charter 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

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus.	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate.	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.
1. Possessing, selling, or furnishing a firearm.	1. Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance.
2. Brandishing a knife at another person.	2. Possession of any knife or other dangerous object of no reasonable use to the pupil.	4. Caused or attempted to cause damage to school or private property. 5. Stole or attempted to steal school or private property,. 6. Possessed or used tobacco or products containing tobacco or nicotine products. 7. Committed an obscene act or engaged in habitual profanity or vulgarity. **E.C. 48900(i); 48915(e)**
3. Unlawfully selling a controlled substance.	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. 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. **
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).	4. Robbery or extortion.	13. Engaged in sexual harassment.** 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.

5. Possession of an explosive	5. Assault or battery upon any school employee.	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 18. **Any behavior listed in Category l or ll 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.** 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).

* For Categories II and III, The Charter School may only expel a student if The Charter School provides evidence of <u>one or both</u> of the following *<u>additional findings</u>*: (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 9 through 12 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 Charter 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 Charter School to provide notice to The Charter School's McKinney-Vento Liaison at least 10 calendar days prior to a hearing. Mandatory expulsion authorizes a School to provide notice to the Charter 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 Charter 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, 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.[19] The Chief Education Officer or their designee shall assign a facilitator: an Area Superintendent, the Vice President of Education, or the Chief Schools Officer. There

[19] Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

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 EducationSchools, 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 Charter 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 Charter 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 Charter 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 S. Hill Street, Suite 600
Los Angeles, California 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 S. Hill Street, Suite 600
Los Angeles, California 900155

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 Charter School closes, the President and Chief Executive Officer will serve as The Charter 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, certificatesof 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).)