

Ánimo Compton Charter School
A California Public Charter School



Request for Five-Year Term
July 1, 2018 to June 30, 2023

Submitted to Compton Unified School District
October 2017
Amended July 2018

Table of Contents

Affirmations and Declaration	3
Element 1: The Educational Program	5
Element 2: Measureable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured	103
Element 4: Governance.....	124
Element 5: Employee Qualifications	137
Element 6: Health and Safety Procedures.....	153
Element 7: Means to Achieve Racial and Ethnic Balance.....	158
Element 8: Admissions Requirements	160
Element 9: Annual Financial Audits.....	163
Element 10: Suspension and Expulsion Procedures	165
Element 11: Employee Retirement Systems.....	175
Element 12: Public School Attendance Alternatives	176
Element 13: Employee Return Rights	177
Element 14: Dispute Resolution	178
Element 15: Closure Procedures.....	178
Additional Provisions	182
Funding Model – Directly Funded.....	187

Affirmations and Declaration

As the authorized lead petitioner, I, Cristina de Jesus, hereby certify that the information submitted in this petition for a California public charter school originally named Ánimo Charter Span School 1 and subsequently renamed Ánimo Compton Charter School (“ÁCCS” or the “Charter School”), operated by Green Dot Public Schools California (“Green Dot” or “Green Dot California”), and to be located within the boundaries of the Compton Unified School District (“CUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Green Dot declares that it shall be deemed the exclusive public school employer of the employees of ÁCCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The 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.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School and Green Dot California shall comply with the Public Records Act.
- The Charter School and Green Dot California shall comply with all laws establishing standards of conflicts of interest applicable to charter schools and/or nonprofit public benefit organizations operating charter schools. Specifically, neither Charter School, Green Dot California nor Green Dot California’s Board of Directors, nor any of their officers or employees, shall be financially interested in any contract made by them in their official capacities, subject to the exceptions set forth in the Memorandum of Understanding dated March 2, 2018 between the District and Green Dot California (the “MOU”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The District, as the chartering authority, will not take any action to impede the Charter School from expanding enrollment to meet pupil demand. (Ed. Code, § 47605, subd. (d)(2)(C).)

Element 1: The Educational Program

Education Code Section 47605(b)(5)(A)(i)

“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.”

Education Code Section 47605(b)(5)(A)(ii)

“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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”

Education Code Section 47605(b)(5)(A)(iii)

“If the proposed charter school will serve high school pupils, 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.”

GENERAL INFORMATION	
1) The contact person for Charter School is:	Annette Gonzalez
2) The contact address for Charter School is:	1149 S. Hill Street, Suite 600 Los Angeles, CA 90015
3) The contact phone number for Charter School is:	(323) 565-1600
4) The proposed address or target community by Zip Code of Charter School is:	90220 (Compton)
5) The proposed grade configuration of Charter School is:	6 – 12
6) The number of students in Year 1 of the term will be:	150
7) The grade level(s) of the students in Year 1 of the term will be:	6 – 7
8) The scheduled opening date of Charter School is:	August 9, 2018
9) The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	600
10) The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
11) The bell schedule for Charter School will be:	See Element 1, “Sample Bell Schedule (Daily Schedule)”
12) The term of this charter shall be from:	July 1, 2018 to June 30, 2023

Strategy for Transforming Los Angeles Secondary Public Education

Green Dot Public Schools California, a non-profit charter management organization, is leading the charge to help transform public education so all students graduate prepared for high school, college, leadership and life. Green Dot’s efforts are helping to implement a small schools model for all schools, and are raising the public’s awareness around the need for high quality, small public middle schools and high schools.

Green Dot currently operates 22 successful charter schools, serving over 11,500 students, in some of the highest-need areas of Los Angeles. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Through our work at the high school level, we have recognized the

need to enter students into our program earlier in their educational careers in order to ensure they are academically prepared for our high school program and ultimately college; therefore we made the decision to open our first Green Dot middle school in 2010.

New School Model for Urban Secondary Schools

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

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

Green Dot’s Core Values

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

Green Dot’s Theory of Change

- Firm Commitment to Serve All Students
- Highly Effective Teachers
- Strong School Leaders
- Culture of Transparency, Performance & Accountability

Green Dot’s Academic Model

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

Benefits of a Span (6-12) School

Not only will operating a secondary school spanning grades 6-12 provide a familiar support system that helps students develop social and life skills, it will also ensure a seamless academic and social transition between grade levels. Our decision to open a 6-12 school is grounded in evidence. In addition to supporting curriculum articulation between grades levels, a 2004 RAND brief suggests that the separation of middle schools and high schools has, on some occasions, adversely affected students: “The history of reform indicates that a separate middle school has become the norm because of societal and demographic pressures rather than because of scientific evidence supporting the need for a separate school for young teens. In fact, there is evidence suggesting that separate schools and the transitions they require can cause problems that negatively affect students’ development and academic progress.”¹ In addition, families benefit from securing placement in a college-preparatory program for the entirety of secondary education.

Results of Existing Schools

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

¹ RAND Education, 2004 https://www.rand.org/content/dam/rand/pubs/research_briefs/2005/RB8025.pdf

Graduation and College Acceptance

Green Dot schools have produced outstanding results: 89% of our graduating seniors were accepted into two-or four-year colleges. The graduation rates from our schools significantly outpace those of the schools where our students would have previously 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 signed a two-year contract that is a clear example of union reform. Key reforms written into the contract and agreed to by the union were: no tenure, teacher performance evaluations, professional work days (no defined minutes) and just cause for discipline. Green Dot management has reached an agreement with the Ánimo Classified Employees Association (ACEA), a CTA affiliate that is the collective bargaining unit of classified school staff.

Success of the Innovative Features of the Educational Program

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

Meeting the Specific Needs of its Target Student Population through the School’s Educational Program

ÁCCS’s educational program will successfully meet the needs of its diverse student population. ÁCCS will provide an alternative education model for the Compton community. The span school model will allow families to have a have a stable, continuous educational experience. While the school will have approximately 600 students at scale, the establishment of upper and lower academies will allow for a small school environment that will offer additional support and attention for students who would otherwise attend high schools with upwards of 1000 students. ÁCCS’s target community is predominantly comprised of low-income, academically disadvantaged students who will benefit from the supports that will be available at ÁCCS. Reflective of the city of Compton, ÁCCS will serve a diverse student population that may include advanced students, students below grade level, English Language Learners, and Special Education students. The schools will aim to create a culturally responsive school that is rigorous and supportive.

Examples of theses supports include:

- For all students, implementation of all three tiers of the Multi-Tier System of Supports with Social Emotional, Behavioral, and Academic Interventions.
- For English Learners and Special Education students, Academic Interventions include programs in Literacy, Math, English Language Development and Special Education
- For students below grade level and Special Education students, programs for students requiring 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 resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance. Advisory programs also allow the school to meet the needs of specific student groups. Schools may develop Advisory programs in partnership with community groups such as See a Man, Be a Man, which runs an Advisory program in

partnership with Green Dot California for African American male students.² Additionally, Green Dot partners with the Male Success Alliance to support male students of color in their journey to college.³

- 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
- For advanced students, enrichment opportunities including Honors, Advanced Placement classes and additional elective courses
- For all students, opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- In collaboration with El Dorado Charter Special Education Local Plan Agency (“SELPA”), ÁCCS will offer special education services for students who are identified as having a disability and who meet eligibility to receive education services. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

Surrounding Schools Demographic Data for 2016-17

	# of Students 2016-17	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	Latino	African American	Two or More Races
Green Dot Independent Middle School Average*	469	93%	11%	25%	85%	10%	0%
Bunche Middle	402	90%	11%	30%	91%	9%	0%
Davis Middle	596	90%	10%	32%	85%	14%	0%
Walton Middle	268	84%	6%	27%	81%	16%	0%
Green Dot Independent High School Average	616	93%	10%	14%	92%	5%	0%
Dominguez High	1827	83%	11%	23%	86%	12%	0%
Compton High	1673	86%	9%	19%	84%	14%	0%
Centennial High	950	83%	13%	20%	71%	27%	0%

Surrounding Schools Recent Performance Data

	2016-17 SBAC ELA (% Met/Exceeded)	2016-17 SBAC Math (% Met/Exceeded)
Green Dot Independent Middle School Average	29%	14%
Bunche Middle	11%	4%
Davis Middle	19%	9%
Walton Middle	24%	10%
Green Dot Independent High School Average	66%	28%
Dominguez High	27%	5%

² See a Man, Be a Man: <http://www.familisoul.org/about-us.html>

³ Males Success Alliance: <https://www.csudh.edu/msa/>

Compton High	29%	8%
Centennial High	16%	1%

Data Sources: CDE DataQuest reports including SY 16-17 School Enrollment (# of students, % Free/Reduced Lunch, % English Learners % Major Ethnicity), CDE SY 16-17 SBAC Reports (SBAC ELA/Math), CDE SARC Reports SY15-16 (% Special Ed).

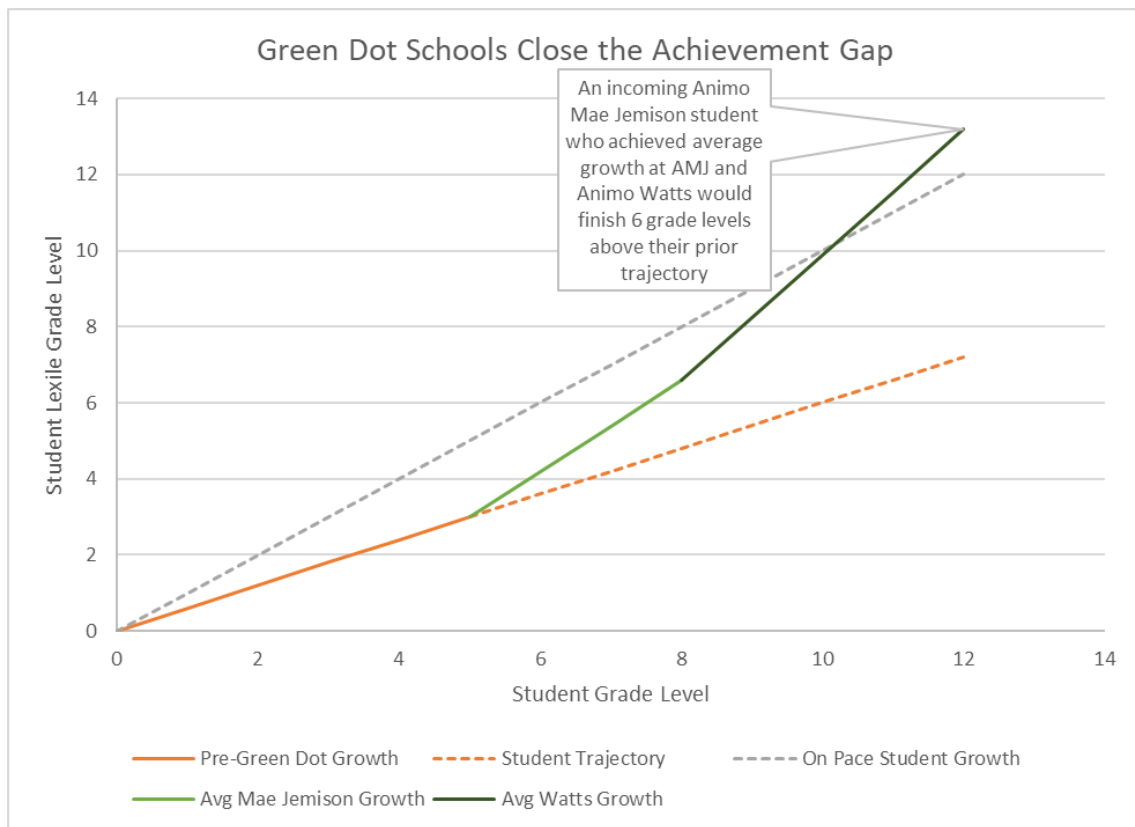
Student Population to be Served

ÁCCS shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1). While open to all students, ÁCCS will make a substantial effort to recruit underserved, low-income students in Compton, in particular, those that would typically attend Bunche Middle, Davis Middle and Walton Middle for middle school and Dominguez High, Compton High and Centennial High for high school. Please see Element 7 for more information on how ÁCCS will attract underserved, low-income students from the Compton area. The table above shows the demographic and achievement data of the target student population that ÁCCS hopes to serve.

Green Dot has a longstanding, successful history in the Los Angeles area and ÁCCS would greatly benefit the community. As seen in the table above, ÁCCS would like to enroll students who would otherwise attend schools with far lower student performance per the California Assessment of Student Performance and Progress (“CAASPP”). ÁCCS will also offer the Compton community an opportunity to have a stable, uninterrupted secondary school experience by attending a 6-12 span school.

Green Dot is committed to serving a high need population. Students attending Green Dot’s existing middle and high schools arrive multiple years behind in literacy and math proficiency. Green Dot is able to quickly grow students and close the achievement gap. Despite serving a student population entering high school at a fifth grade literacy level, Green Dot’s independent high schools have surpassed the California average on the CAASPP. 65.8% of Green Dot students met or exceeded the standard in literacy on the 2016-17 CAASPP compared to the state’s average of 59.7% for all students and 48.9% for socioeconomically disadvantaged students. Additionally, Green Dot seniors are graduating and prepared for college at higher rates than the state average – Green Dot boasts a 92% cohort graduation rate compared to the state’s average of 84% and a 72% A-G graduation rate, as compared to the state’s average of 45%. Students who attend a Green Dot middle school and Green Dot high school have added opportunities to accelerate their growth and ensure they graduate college ready.

As depicted in the table below, the average student entering a Green Dot middle school, such as Ánimo Mae Jemison Charter Middle School, had grown an average of 0.6 grade levels per year until arriving at Ánimo Mae Jemison Charter Middle School. At Ánimo Mae Jemison Charter Middle School, the student’s growth quickly accelerates so that he or she finishes middle school at or above grade level. Were that student to attend nearby Ánimo Watts College Preparatory Academy, an independent Green Dot high school, he or she would finish high school above grade level. This success is shared across significant subgroups at Ánimo Mae Jemison Charter Middle School and Ánimo Watts College Preparatory Academy, including African American students, Latino students, students eligible for free or reduced lunch, English Learners and students with disabilities.



Based on Reading Inventory lexile results, a nationally normed assessment highly correlated with CAASPP results.⁴

Enrollment

ÁCCS will serve students in grades six through twelve. In the 2018-2019 school year, ÁCCS will serve approximately 60 6th grade students and 65 7th grade students. In the 2019-2020 school year, ÁCCS will serve 60 6th grade students, 125 7th grade students, 65 8th grade students, and 125 9th grade students. Starting in the 2020-2021 school year, the school will matriculate approximately 125 sixth grade students each year. At full enrollment, ÁCCS will serve 600 students. The tables below shows ÁCCS’s projected five-year roll-out plan as well as the projected enrollment plan to get to full scale.

Projected Five-Year Student Enrollment (Charter Term)

Grade	Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023
6	60	60	60	60	60
7	90	90	90	90	90
8	-	90	90	90	90
9	-	90	90	90	90
10	-	-	90	90	90
11	-	-	-	90	90
12	-	-	-	-	90
Total	150	330	420	510	600

⁴ Reading Inventory: <http://www.hmhco.com/products/assessment-solutions/literacy/sri-index.htm>

Goals & Philosophy

Mission Statement

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

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

Vision Statement

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

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

The Ánimo Student: Description of What it Means to be an “Educated Person” in the 21st Century

ÁCCS students will be "agents of change," individuals who will positively impact our communities. ÁCCS students will be confident, disciplined, successful, proactive leaders who will excel in college and beyond. Green Dot has identified four goals that describe what it means to be an “agent of change” and an educated person in the 21st century.

<p>Goal #1: ÁCCS Students will be College-Directed Learners</p> <ul style="list-style-type: none"> • Able to think critically and analytically to understand complex concepts across the curriculum • Prepared for high school curriculum meeting A-G requirements • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways 	<p>Goal #2: ÁCCS Students will be Cultural Learners</p> <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
<p>Goal #3: ÁCCS Students will be Innovative Leaders</p> <ul style="list-style-type: none"> • Able to model ethical behavior through involvement in school functions, clubs and • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process 	<p>Goal #4: ÁCCS Students will be Life-Long Learners</p> <ul style="list-style-type: none"> • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

Means to Achieve Mission and Vision: How Learning Best Occurs

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

Green Dot’s Core Values

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

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

Green Dot’s Theory of Change:

- **Firm Commitment to Serve All Students:** Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Approximately 99% of current Green Dot students are African-American or Latino and more than 95% qualify for free or reduced price lunch. Green Dot is also

committed to serving high-needs students with 20% English Learner and 13% special education student populations at our schools. Moreover, all Green Dot schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.

- **Highly Effective Teachers:** Green Dot has collaborated with The College-Ready Promise (“TCRP”), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher).
- **Strong School Leaders:** In addition to the individual coaching and professional development that Green Dot principals and assistant principals receive, the organization has also made a large investment to develop an Administrator-in-Residence (“AIR”) program in which candidates are selected to participate in an intensive 12-month, multiple school-site administrator training program. The AIR program trains Residents on Green Dot’s transformation model and builds a pipeline of school leaders with the skills and experience to turnaround chronically failing schools. These Residents will then be placed as school leaders in future Green Dot schools.
- **Culture of Transparency, Performance & Accountability:** Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Administrators and school staff members are able to view assessment results in Green Dot’s data systems and generate customizable reports with school-level, department-level, and teacher-level data. Staff also use Green Dot’s knowledge-sharing platform (Connect) to access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on Ed Reflect. Students and parents will have access to the web-based, student information system PowerSchool where they can access student grades, test scores and attendance.

Green Dot’s Academic Model

Green Dot’s academic model outlines the framework that allows Green Dot teachers and administrators to be successful and focuses on four key elements: 1) Ensuring Quality Teaching and Instruction, 2) Cultivating a College-going Culture, 3) Eliminating Barriers to Learning, and 4) Promoting Leadership and Life Skills.

Implementation strategies are provided in the areas of curriculum, student intervention, professional development, parent participation and school operations to help principals and teachers make the most informed decisions for their schools.

1. **Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of the TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework (“CRTF”) – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
2. **Cultivating a College-going Culture:** Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisors and offer college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students’ key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students’ contextual awareness of college systems and culture.

3. **Eliminating Barriers to Learning:** Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the 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, student mentorship, and the Principal’s Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

School Learner Outcomes for Enabling Students to Become and Remain Self-Motivated, Competent and Lifelong Learners

School Learner Outcomes (SLO) designed in accordance with the Western Association of Schools and Colleges’ (WASC) Focus on Learning Guide, embody the goals and high expectations that are maintained for Green Dot students. SLOs for ÁCCS include:

ÁCCS graduates are *Critical Thinkers* who:

- Know how to access information and integrate knowledge.
- Questions the purpose and the motive of texts and ideas.
- Use Reasoning, connections and applications to use appropriate evidence to apply their knowledge to solve problems.
- Are persistent and resilient in their pursuit of knowledge.

ÁCCS graduates are *Life-long Learners* who:

- Are self-motivated to develop an enthusiasm and interest for learning.
- Make connections between their knowledge and different professional and cultural settings.
- Love to learn and instill that feeling in others.

ÁCCS graduates are *Effective Communicators* who:

- Self-advocate by expressing one’s self thoughtfully and respectfully; communicate to create change and with purposeful language
- Communicate through different mediums while working with others: technology, writing, reading, speaking, and listening.
- Use communication skills in a variety of situations, which include code-switching and academic discourse.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

ÁCCS graduates are *Academic Achievers* who:

- Actively establish short and long term academic goals.
- Self-monitor their progress towards educational pathways and career choices.

- Works relentlessly to improve in their coursework and skills necessary to pursue and succeed in higher education.

ÁCCS graduates are *Socially Responsible Citizens* who:

- Respect themselves and others by being considerate and empathetic.
- Are aware of their responsibilities as leaders.
- Contribute to their diverse cultural community and to the improvement of life in their school and local communities through leadership.
- Demonstrate personal responsibility and integrity.

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

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

Refer to “Element 2, Measurable Pupil Outcomes and Element 3, Method by Which Pupil Progress Toward Outcomes will be Measured” for annual goals related to the Eight State Priorities as identified in Education Code Section 52060(d) and the actions ÁCCS will take to achieve these goals, schoolwide and for numerically significant pupil subgroups. ÁCCS shall utilize any templates required by the State Board of Education in developing its LCAP.

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

Green Dot has developed a research-based curriculum appropriate to the student demographics it serves that includes the following: course offerings, textbooks, curriculum maps, pacing guides, sample lesson plans, interim assessments and intervention programs. The model is derived from the following continuum of research-based practices:

- **Planning and Preparation:** Based on Essential Elements of Effective Instruction by Madeline Hunter.
 - Madeline Hunter developed the teacher “decision-making model” for planning instruction known as Instructional Theory in Practice (“ITIP”). This approach to teaching uses Direct Instruction (“DI”) as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning:** Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
 - The emphasis of Understanding by Design (“UbD”) is on "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.

- **Instructional Techniques:** Based on Teach Like a Champion by Doug Lemov.
 - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
- **Classroom Environment:** Based on “Safe and Civil Schools” by Randy Sprick.
 - Safe & Civil provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Safe & Civil program facilitators to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.
- **Culturally Responsive Pedagogy**
 - Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. Green Dot’s Education team is currently analyzing the works of experts in the education field including, Gloria Ladson-Billings, Professor of Urban Education at the University of Wisconsin Tyrone Howard – Professor of Urban Education, UCLA and Zaretta Hammond to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices.

It is required that all ÁCCS students take courses that are high school-preparatory and are aligned with the Common Core standards in grades six through eight. ÁCCS students will take courses that are college-preparatory, aligned with the Common Core State Standards (“CCSS”), and meet UC/CSU A-G requirements in grades nine through twelve. All students are required to earn 240 credits to graduate. ÁCCS’s graduation requirements comply with applicable California law and emphasize, but are not limited to, the traditional subjects of Math, Science, English Language Arts, Social Sciences and Foreign Language as well as a variety of electives to provide opportunities for students to receive enrichment. These subjects are presented in ways that make them more responsive to the backgrounds and lives of our students. In addition to core subjects, ÁCCS also offers a variety of elective and enrichment courses to provide opportunities for students to meet the A-G requirements, including Visual and performing Arts and Foreign Language. Electives in the 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.

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

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

Below is an outline of Green Dot’s recommended middle and high school curriculums. The curriculum places an emphasis on ensuring that all students are at or above grade level by their eighth grade year in order to be prepared for the high school curriculum. Administrators and teachers may make adjustments to the school’s master schedule and add additional Green Dot-approved courses in order to meet the specific needs of their students. Teachers are provided with professional development prior to the school year and on an on-going basis to support their

implementation of the curriculum and the use of data to inform instruction. The recommended curriculum is based upon the Common Core for ELA and Math, and CA State content standards for History and Science. Literacy CCSS are incorporated in History and Science, and Next Generation Science Standards are also integrated in the curriculum. State-adopted texts are used in all core subjects.

Outline of ÁCCS Curriculum – Grades 6 through 8⁵

	6th Grade	7th Grade	8th Grade
Core Courses	<ul style="list-style-type: none"> English 6 Literacy Enrichment or Intervention* 	<ul style="list-style-type: none"> English 7 Literacy Enrichment or Intervention* 	<ul style="list-style-type: none"> English 8 Literacy Enrichment or Intervention*
	<ul style="list-style-type: none"> Math 6 Math Foundations or Intervention** 	<ul style="list-style-type: none"> Math 7 (Pre-Algebra, Pre-Algebra Honors) Math Foundations or Intervention** 	<ul style="list-style-type: none"> Math 8 (Essentials for Algebra or Algebra 1) Math Foundations or Intervention**
	<ul style="list-style-type: none"> Life Science 	<ul style="list-style-type: none"> Physical Science 	<ul style="list-style-type: none"> Earth Science
	<ul style="list-style-type: none"> World History & Geography: Ancient Civilizations 	<ul style="list-style-type: none"> World History & Geography: Medieval and Early Modern Times 	<ul style="list-style-type: none"> United States History and Geography
Advisory	<ul style="list-style-type: none"> Advisory 6 	<ul style="list-style-type: none"> Advisory 7 	<ul style="list-style-type: none"> Advisory 8
Sample Electives	<ul style="list-style-type: none"> Technology Drama*** 	<ul style="list-style-type: none"> Technology Composition 	<ul style="list-style-type: none"> Technology Investigations Journalism

*Students identified as needing additional support in English language arts would follow the Intervention Pathway by taking Literacy Enrichment or Literacy Intervention as their elective. English Learners would benefit from Green Dot’s English Language Development (“ELD”) courses as applicable. Special Needs students would benefit from Green Dot’s Special Needs/Academic Success courses as applicable.

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

*** Drama is the only Visual and Performing Arts currently offered. Other VAPA opportunities may be available to students through clubs and/or the After School Program.

Outline of ÁCCS Curriculum – Grades 9 through 12⁶

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> English* Algebra I* Physics* Math Support / Geometry* Physical Education† Composition / Read 180† Curriculum Skills† 	<ul style="list-style-type: none"> English* Geometry* / Integrated Math Biology* World History* / AP World History* Spanish I* or Native Speakers I* Art* 	<ul style="list-style-type: none"> American Literature* / AP Literature* Algebra II* / Trigonometry* / Pre-calculus* Chemistry* U.S. History* / AP U.S. History* Spanish II* or Native Speakers II* Geometry* / Algebra II* / Trigonometry* / Pre-calculus* SAT Prep† 	<ul style="list-style-type: none"> World Literature* / AP Language* Trigonometry* / Pre-calculus* / Calculus* Anatomy and Physiology* / AP Chemistry* Government* / Economics* Drama* English Reading and Writing Course (ERWC)* / Journalism†

⁵ Curriculum is subject to change as it is adapted to meet the needs of the student body on an annual basis.

⁶ Curriculum is subject to change as it is adapted to meet the needs of the student body on an annual basis.

			• Career and College Readiness†
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* indicates core/college preparatory classes. † indicates non-core/non-college preparatory classes.

Summary descriptions of grade level curriculum that will be offered at ÁCCS can be found below.

Green Dot Middle School Curriculum – Lower Academy

History/Social Science

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

Course Title	Core/College Prep ⁷	Grade	Course Length
Ancient Civilizations A/B	Core, Non-College Prep	6	YEAR
World History MS A/B	Core, Non-College Prep	7	YEAR
US History MS A/B	Core, Non-College Prep	8	YEAR

Ancient Civilizations A - MS3001

Ancient Civilizations B - MS3002

This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

World History MS A - MS3007

World History MS B - MS3008

This Grade seven course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance

⁷ All courses will be “Non-College Prep” because the classes are middle school courses and targeted towards High School Prep.

understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

US History MS A - MS3009

US History MS B - MS3010

The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

English

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

Course Title	Core/College Prep	Grade	Course Length
English 6 A/B	Core, Non-College Prep	6	YEAR
English 7 A/B	Core, Non-College Prep	7	YEAR
English 8 A/B	Core, Non-College Prep	8	YEAR

ENGLISH 6 A - MS2001

ENGLISH 6 B - MS2002

This course focuses on teaching students’ skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others’ ideas. In the 6th grade students will

determine the central idea of each text and learn how to write a summary of the text that is distinct from personal opinions and judgments. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

ENGLISH 7 A - MS2003

ENGLISH 7 B - MS2004

This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 7th grade students will determine two or more central ideas in texts, analyze their development over the course of the text and write objective summaries. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

ENGLISH 8 A - MS2015

ENGLISH 8 B - MS2016

The main objective of this course is to prepare students for success in high school and build student readiness for college. This course focuses on teaching students' skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the Common Core standards, each core novel unit is supplemented with related nonfiction text sets that help build background knowledge and vocabulary students need to successfully comprehend and analyze each text. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. Students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. In the 8th grade students will analyze a theme or central idea in a text and its development over the course of the text, including its relationship to supporting ideas. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively for multiple purposes and to various audiences. Students will write arguments to support claims with clear reasons and relevant evidence, informative/explanatory texts to examine topics and convey ideas, and narratives to develop real or imagined experiences or events. In alignment with the demands of the CCSS, students will draw evidence from literacy or informational texts to support analysis, reflection and research.

English Language Development (ELD)

The purpose of ELD courses at Green Dot is to prepare English Learners recently arrived in the U.S. for success in English-medium instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing--are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. In 2014-2015, Green Dot updated its EL Master Plan to include the new CA ELD standards for all Green Dot schools.

ELD courses are not recommended for students who have been in the U.S. longer the five years (Long-Term English Learners or LTELs), whose language and motivational needs are very different from those of relative newcomers. LTELs often demonstrate strong oral English skills, but lack academic language and vocabulary. In order to engage with the academic demands of the secondary school curriculum, these students require explicit instruction in academic uses of English with a focus on comprehension, vocabulary development, and the advanced grammatical structures needed to comprehend and produce academic language in all content classes.

Course Title	Core/College Prep	Grade	Course Length
ELD 1	Non-Core, Non-College Prep	6-8	Year
ELD 2	Non-Core, Non-College Prep	6-8	Year
ELD 3	Non-Core, Non-College Prep	6-8	Year
ELD Literacy Enrichment	Non-Core, Non-College Prep	6-8	Year

ELD 1 A – MS2027

ELD 1 B – MS2028

Prerequisites: None. Overall score on ELPAC is beginner

Designed as a class for students new to the country and who score at beginning level on the oral portion of the ELPAC. Typical ELD 1 students have had little to no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown *Inside level A* is used to teach Beginner/Early Intermediate-level ELD standards. A focus of this course is conversational language, simple texts, narrative writing and includes phonics instruction. Goal of the course is to lift students’ listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked year-long class replaces ELA and an elective.

ELD 2 A – MS2029

ELD 2 B – MS2030

Prerequisites: Passage of ELD 1 portfolio with 75% or better success. Overall score on ELPAC is Early Intermediate

Designed as a follow-on to the ELD 1 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Inside-Level B* materials are used to teach Intermediate-level ELD standards in all four domains of language. A focus of this course is an introduction to academic discourse, complex texts and expository writing. Goal of the course is to lift students’ listening, speaking, reading and writing skills to an Intermediate level. This double-blocked year-long class replaces ELA and an elective.

ELD 3 A – MS2031

ELC 3 B - MS2032

Prerequisites: Passage of ELD 2 portfolio with 75% or better success. Overall score on ELPAC is Intermediate.

Designed as a follow-on to the ELD 2 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown *Inside-Level C* materials are used to teach Intermediate-level ELD standards in all four domains of language. A focus of this course is academic vocabulary, continued exposure to complex texts, and persuasive writing. Goal of the course is to lift students’ listening, speaking, reading and writing skills to Early Advanced level. This double-blocked year-long class replaces ELA and an elective.

- ELD Literacy Enrichment 6 A– MS2047**
 - ELD Literacy Enrichment 6 B – MS2048**
 - ELD Literacy Enrichment 7A – MS2049**
 - ELD Literacy Enrichment 7B – MA2050**
-

This program is a reading intervention program for middle school students reading below grade level. All students at Ánimo are tested using the Scholastic Reading Inventory assessment upon entering school. Any students reading below a lexile level of 900 are considered below proficiency in reading and are put into the program. This section clusters English learners together so the teacher can regularly utilize the L-book to support ELs continued growth in developing and utilizing academic language. Long-term ELs could be included in this class if needed.

Mathematics

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

Course Title	Core/College Prep	Grade	Course Length
Math 6 A/B	Core, Non-College Prep	6	YEAR
Math 7 A/B	Core, Non-College Prep	7	YEAR
Math 8 A/B	Core, Non-College Prep	8	YEAR
Algebra 1 MS A/B	Core, Non-College Prep	8	YEAR

- Math 6 A – MS4001**
 - Math 6 B – MS 4002**
-

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. General Math 6 focuses on developing number sense by building on students’ understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; comparing quantities using ratios, rates, and percents; algebraic thinking by writing, interpreting, and using expressions and equations; geometry; and statistical thinking.

- Math 7 A - MS4011**
 - Math 7 B – MS4012**
-

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric

constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

MATH 8 A – MS4015

MATH 8 B – MS4016

This course contains complete alignment, coverage, and support for the Standards for Mathematical Content and Practice. General Math 8 focuses on algebraic thinking by having students formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; geometry by having students analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem; statistical thinking and probability, revisits algebraic thinking by having students grasp the concept of a function and using functions to describe quantitative relationships; and revisiting geometry.

ALGEBRA 1 MS A – MS4019

ALGEBRA 1 MS B – MS4020

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

Science

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. While our 7th and 8th grade courses are focused on a more traditional course model of life and physical science, our 6th grade course has transitioned to an Integrated model focused on the interplay between multiple branches of science. The 7th and 8th grade courses will transition to Integrated over the next 2 years.

The science curriculum offers a balanced and academically rigorous program based on the California Science content standards while integrating the Next Generation Science Standards and the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

Course Title	Core/College Prep	Grade	Course Length
Integrated Science 6 A/B	Core, Non-College Prep	6	YEAR
Life Science 7 A/B	Core, Non-College Prep	7	YEAR
Physical Science 8 A/B	Core, Non-College Prep	8	YEAR

INTEGRATED SCIENCE 6 A – MS5013

INTEGRATED SCIENCE 6 B – MS5014

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. In this NGSS-aligned 6th grade science course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the unique features of the Earth system that make it a habitable planet. As they investigate the requirements for a life system that is adapted to Earth’s climate system, students will also derive an understanding of why it is important to maintain these systems. Through an integrated study of concepts from life, earth and physical science, students will develop an understanding of Earth’s systems, how energy is transferred throughout this system and the

impact these interactions have on weather, as well as how this system supports life on Earth. As students progress through the four units, they will ultimately construct an explanation and design a solution to reduce human impact on global climate change. Global climate change provides a real world context where some of the criteria and constraints can involve social motivations and patterns of behavior that must be considered as part of the design.

LIFE SCIENCE 7 A – MS5003
LIFE SCIENCE 7 B –MS5004

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge.

Seventh grade life science begins with dive into the microscopic world of life through a study of cellular structure and function. Students then proceed into a study of growth and reproduction, including a sexual education module. During semester 2, students shift to macroscopic topics focusing on the study of evolution and ecology. Ecology, the final topic of study, is separated into an investigation of the way matter and energy cycle through an ecosystem and finally the relationships that exist within an ecosystem. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

PHYSICAL SCIENCE 8 A – MS5005
PHYSICAL SCIENCE 8 B – MS5006

The middle school course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at the high school level. A significant feature of middle school science is the focus on earth sciences in the sixth grade, life sciences in the seventh grade, and physical sciences in the eighth grade. While the majority of each course focuses on one discipline, the other two are integrated to show the interplay of multiple branches of scientific knowledge.

Eighth grade physical science begins with a study of matter and proceeds into a study on heat and the states of matter. An investigation into the forms of energy closes out the first semester. During semester 2, students continue to integrate biochemistry and physical science with a study of chemical reactions and forces. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

Electives

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

Course Title	Core/College Prep	Grade	Course Length
Physical Education	Non-Core, Non-College Prep	6-8	YEAR
Investigations	Non-Core, Non-College Prep	8	YEAR

Spanish 8 MS	Core, Non-College Prep	8	SEMESTER
Drama	Core, Non-College Prep	6	SEMESTER
Advisory	Non-Core, Non-College Prep	6-8	YEAR
Technology	Non-Core, Non-College Prep	6-8	YEAR
Student Council	Non-Core, Non-College Prep	6-8	YEAR
Graphic Design	Non-Core, Non-College Prep	6-8	YEAR
Composition	Non-Core, Non-College Prep	7	YEAR
Academic English Essentials	Core, Non-College Prep	8	YEAR
Intro to Ethnic Studies	Core, Non-College Prep	8	YEAR

PE MS A – MS6001

PE MS B – MS6002

The program concentrates on sportsmanship, teamwork, fundamental skills and fitness. Team sport concepts are introduced and developed. As students advance their skills, they will continue to be challenged by strategies and complex play. Students will understand individual fitness levels and will obtain the skills to self-analyze through practical applications as well as fitness testing and written assessments

INVESTIGATIONS MS 8 A – MS2021

INVESTIGATIONS MS 8 B – MS2022

Designed as a class for 8th graders with a lexile score of 900 or above, the Investigation course introduces students to elements of research and research-based writing necessary for success in high school and college. Students will be guided through the research process in semester one as the class gathers information and explores various pre-selected topics through Internet and print resources. This class takes an inter-disciplinary approach to research as students consider primary and secondary sources, determine their reliability and importance, and then use this information to formulate an argument and support. Students will work independently and collaboratively to explore research strategies in topic groups. Students are expected to share their research findings throughout the process, in both class discussion and written assignments. Each student will learn how to organize and maintain a research notebook to record his findings and analysis of the information. Students will apply their skills and knowledge in a fourth quarter investigation that culminates in a portfolio presentation and defense. This course also incorporates Literacy CCSS.

SPANISH MS 8 A – MS1001
SPANISH MS 8 B – MS1002

Beginning students study language that can be used in everyday conversation. The course is taught using a communicative approach whereby listening, speaking and culture are emphasized while reading and writing skills are being developed. This class is conducted in English and Spanish. Students communicate about such topics as greetings, telling time, school subjects, foods, family and friends, and leisure activities. They practice basic conversations in Spanish about what they want, need, plan and know how to do, as well as describe people, places, and events.

DRAMA MS A – MS8017
DRAMA MS B – MS8018

This is a beginning course in which students engage in creative theatre exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students are introduced to drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the basic elements of dramatic production. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

- ADVISORY 6 A – MS7001**
 - ADVISORY 6 B – MS7002**
 - ELD ADVISORY 6 A - MS7015**
 - ELD ADVISORY 6 B - MS7016**
 - ADVISORY 7 A – MS7003**
 - ADVISORY 7 B – MS7004**
 - ELD ADVISORY 7 A - MS7017**
 - ELD ADVISORY 7B - MS7018**
 - ADVISORY 8 A – MS7013**
 - ADVISORY 8 B – MS7014**
 - ELD ADVISORY 8 A - MS7019**
 - ELD ADVISORY 8 B - MS7020**
-

Advisory is a school wide structure used to further enable, develop and foster the desired school culture as well as student character and academic traits as defined by the school’s mission and vision. Advisory offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor. Advisory programs at Green Dot middle schools prepare students with the tools and behaviors to succeed in high school, college, leadership and life. During Advisory, students also participate in the Typing Club, which provides students with exposure to technology and technology-related skills that will prepare them to take computer-based state standardized assessments.

TECHNOLOGY 6 A – MS7101
TECHNOLOGY 6 B – MS7102

Students taking this elective will be introduced to various basic computer skills. They will learn how to use and understand basic computer related terms, identify basic computer hardware components and peripheral devices, i.e. keyboard, mouse, printer, CD-ROM. Students will also be introduced to basic word-processing skills which will include correct use of the keyboard and will have the opportunity to practice on a daily basis. Students will be introduced to spreadsheet skills and will create simple multi-media presentations. Correct terminology related to

hardware, software and applications will be introduced and reinforced throughout the semester. This course will prepare students for Intermediate level technology courses in middle school. They will understand the legal, social and ethical issues related to the use of computers in our daily life. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS

TECHNOLOGY 7 A - MS7103
TECHNOLOGY 7 B – MS 7104

This elective will build on previously learned computer skills. Skills learned in Introduction to Computers will be reinforced and the next level of skills will be introduced including database skills and the development of spreadsheets. Students will continue to practice word-processing skills through the semester and will improve their speed and accuracy. Students will use appropriate terminology related to hardware and software throughout the semester. Students will apply technology skills to conduct research and complete core curriculum projects. They will continue to deal with legal, social and ethical issues related to the use of computers in our daily life. This course will prepare students for the advanced level of technology in middle school. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

TECHNOLOGY MS 8 A – MS7105
TECHNOLOGY MS 8 B – MS7106

This elective will build on proficiencies acquired in the Intermediate Computer course. Students will integrate previously learned tools, i.e. word processing, multi-media, spreadsheet and database, into a cumulative Web design project. Students will create their own web page, which will showcase their proficiencies. Students will use appropriate technology skills to conduct research and complete core curriculum projects, e.g. historical research, scientific and math investigations, and language arts writing projects. Emphasis on desktop publishing will provide additional opportunities for students to demonstrate application of skills previously learned. Legal, social and ethical issues related to the use of computers in our daily life will continue to be reinforced. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

GRAPHIC DESIGN MS A – MS7107
GRAPHIC DESIGN MS B – MS7108

Introductory course that focuses on skills needed to structure and organize complex visual communications in both traditional and digital environments. Emphasis on conceptual development, structural organization of information, and interplay of form and verbal content to effectively communicate ideas. Students will learn to think critically, make aesthetic judgments, and become familiar with a variety of tools and techniques used to produce professional work in the fields of graphic design, advertising, and illustration. This course also incorporates the Literacy in History/Social Studies, Science and Technical Subjects CCSS.

COMPOSITION MS 7 A – MS2013
COMPOSITION MS 7 B – MS 2014

Designed as a class for 7th graders with a lexile score of 850 or above, the Composition course introduces students to the competencies necessary for success in high school writing in a wide variety of subjects and disciplines. Students will focus on developing the skills needed to write coherent expository and persuasive essays with well-supported arguments and points of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation, and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Students will learn how to maintain a Writer's Notebook and compile writing selections into a Writing Portfolio that will reflect their growth throughout the course. This course also incorporates Literacy CCSS.

STUDENT COUNCIL A -8207
STUDENT COUNCIL B -8208

Student Council, a prominent student government organization, gives students a voice in determining school activities and environment. It helps promote activities for the entire student body and fosters a positive climate throughout the school

ACADEMIC ENGLISH ESSENTIALS 8 A – MS2053
ACADEMIC ENGLISH ESSENTIALS 8 B – MS2054

AEE is designed as a year-long intervention for 8th grade students who score in the 300-600 range of the SRI after finishing the 7th grade Read 180 class. It may also be used as an intervention class for English Learners needing additional literacy support. AEE 8 will address reading and writing strategies necessary to pass the SBAC assessments CST with proficiency and will also be aligned to the CCSS. Reading instruction will focus on annotation and note taking strategies. Writing instruction will be non-fiction- argument and expository paragraphs. Listening and speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Assessments will include questions similar to those on the SBAC, process paragraph writing, and on-demand timed writing assignments. This course also incorporates Literacy CCSS.

INTRO TO ETHNIC STUDIES MS A – MS3005
INTRO TO ETHNIC STUDIES MS B – MS3006

Intro to Ethnic Studies will be offered as a year-long elective to 8th Grade students who qualify. The course will cover a range of issues of social justice in the context of US historical events. The course will focus on developing common core reading and writing skills with a variety of primary source and textbook readings and extended writing assignments, specifically essays and research reports. Students will address issues of race, culture, disenfranchisement, and empowerment as they analyze the literature and non-fiction texts of the diverse set of American ethnic groups dating back to American Colonialism.

Green Dot Middle School Intervention Courses

Course Title	Core/College Prep	Grade	Course Length
Literacy Enrichment A/B	Core, Non-College Prep	6-8	YEAR
Math Foundations MS 6 A/B	Core, Non-College Prep	6	YEAR
Math Foundations MS 7 A/B	Core, Non-College Prep	7	YEAR
Math Foundations MS 8 A/B	Core, Non-College Prep	8	YEAR

- LITERACY ENRICHMENT MS 6 A – MS8001**
- LITERACY ENRICHMENT MS 6 B – MS8002**
- LITERACY ENRICHMENT MS 7 A – MS8009**
- LITERACY ENRICHMENT MS 7 B – MS8010**
- LITERACY ENRICHMENT MS 8 A – MS2017**

LITERACY ENRICHMENT MS 8 B – MS2018

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

MATH FOUNDATIONS MS 6 A – MS4005

MATH FOUNDATIONS MS 6 B – MS4006

Math Foundations 6 is a one-year course designed to adequately prepare students for grade-level math and Algebra I in high school. The course focuses on key standards from elementary and middle school that need to be mastered for success in Algebra I. Placement in this class is based upon need as assessed by diagnostic testing.

MATH FOUNDATIONS MS 7 A – MS4009

MATH FOUNDATIONS MS 7 B – MS4010

Math Foundations 7 is a one-year course designed to adequately prepare students for grade-level content and Algebra I in high school. The course focuses on key standards from elementary and middle school that need to be mastered for success in Algebra I. Placement in this class is based upon need as assessed by diagnostic testing and state-required test scores from the previous year.

MATH FOUNDATIONS 8 A

MATH FOUNDATIONS 8 B

Mathematic Foundations 8 is an elective mathematics course provided to students as a second course to support the core Mathematics class (General Math 8). The course is designed to enhance the student’s knowledge of prerequisite skills that are needed to access the grade level mathematics course.

Special Education

Grade	English	Math	History	Science
Grade 6	English-Alt Cur 6A	Math- Alt Cur 6A	History- Alt Cur 6A	Sci/Health- Alt Cur 6A
	English-Alt Cur 6B	Math- Alt Cur 6B	History- Alt Cur 6B	Sci/Health- Alt Cur 6B
Grade 7	English-Alt Cur 7A	Math- Alt Cur 7A	History- Alt Cur 7A	Science- Alt Cur 7A
	English-Alt Cur 7B	Math- Alt Cur 7B	History- Alt Cur 7B	Health- Alt Cur 7B
Grade 8	English-Alt Cur 8A	Math- Alt Cur 8A	History- Alt Cur 8A	Science- Alt Cur 8A
	English-Alt Cur 8B	Math- Alt Cur 8B	History- Alt Cur 8B	Science- Alt Cur 8B

Green Dot High School Curriculum

History/Social Science

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

Course Title	Grade	Course Length	Credit Type
History/Social Science, History/Social Science Honors, and Advanced Placement Courses			
AP World History A/B	10	YEAR	uca, a, cg ⁸
AP US History A/B	11	YEAR	uca, a, cg
AP US Government A/B	12	YEAR	uca, a, cg
AP European History	12	YEAR	uca, a, cg
US Government A/B	12	SEMESTER	uca, a, cg
US Government Honors	12	YEAR	uca, a, cg
US History A/B	11	YEAR	uca, a, cg
US History Honors	11	YEAR	uca, a, cg
World History A/B	10	YEAR	uca, a, cg
World History Honors A/B	10	YEAR	uca, a, cg

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

UC APPROVED (uca, a, cg)

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

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college level curricular approaches. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP WORLD HISTORY.***⁹

⁸ “Uca, a, cg” refers to the following: uca = UC Approved, a = History requirement, cg = CAL grant

⁹ Refers to College Board Course Descriptions: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

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

UC APPROVED (uca, a, cg)

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP US HISTORY.¹⁰***

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

UC APPROVED (uca, a, cg)

An introductory college course in United States government and politics or in comparative government and politics is generally one semester in length. In both subject areas there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics or in Comparative Government and Politics must follow. Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. or comparative government and politics courses. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP US GOVERNMENT.***

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

UC APPROVED (uca,a,cg)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. The AP European History course focuses on cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP EUROPEAN HISTORY.***

US GOVERNMENT A – 3021**US GOVERNMENT B – 3016**

UC APPROVED (uca, a, cg)

Students will gain an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations through United States History. By examining the legislative,

¹⁰ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

executive, and judicial branches they will gain an insight at how government affects their own life. There will be an emphasis and analysis of the relationship between local, state and federal government. The course will create civic literate students.

US GOVERNMENT HONORS – 3027

***UC APPROVED* (uca, a, cg)**

During this class, students will examine the origins, principles, functions, and evolution of U.S. government. The semester will begin with a review of the motives and ideology that led colonists to revolt against Britain, with particular attention given to important revolutionary documents such as the *Declaration of Independence*, *Preamble to the Constitution*, *Bill of Rights*, and *Federalist Papers*. Students will then analyze the form and function of the federal government, investigating the unique roles and responsibilities of the legislative, executive and judiciary branches of government. An emphasis will be placed on analyzing the relationship between federal, state, and local governments in order to help students better understand how different government institutions impact their lives. Students will research landmark U.S. Supreme Court decisions and analyze changing interpretations of the Constitution and its amendments. Students will conclude the semester by investigating contemporary issues regarding campaigns for national, state, and local elective offices and the influence of the media on political life.

US HISTORY A – 3007

US HISTORY B – 3008

***UC APPROVED* (uca, a, cg)**

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

US HISTORY HONORS A – 3090

US HISTORY HONORS B – 3091

***UC APPROVED* (uca, a, cg)**

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

WORLD HISTORY A – 3003

WORLD HISTORY B – 3004

UC APPROVED (uca, a, cg)

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

WORLD HISTORY HONORS A – 3060

WORLD HISTORY HONORS B – 3061

UC APPROVED (uca, a, cg)

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

English

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

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

English 9 A/B	9	YEAR	ucb, b, cg
English 9 Honors A/B *	9	YEAR	b, cg
SH English 9 A/B			
English 10 A/B	10	YEAR	ucb, b, cg
English 10 A/B Honors	10	YEAR	ucb, b, cg
SH English 10 A/B			
English 11 A/B	11	YEAR	ucb, b, cg
English 11 A/B Honors	11	YEAR	ucb, b, cg
SH English 11 A/B			
English 12 A/B	12	YEAR	ucb, b, cg
SH English 12 A/B			
World Literature A/B	11-12	YEAR	ucb, b, cg
World Literature Honors A/B	12	YEAR	ucb, b, cg

AP ENGLISH LANGUAGE AND COMPOSITION A – 2015

AP ENGLISH LANGUAGE AND COMPOSITION B – 2017

UC APPROVED (ucb, b, cg)

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), the American Psychological Association (APA), and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENGLISH LANGUAGE AND COMPOSITION.***¹¹

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

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

UC APPROVED (ucb, b, cg)

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one's fellow students. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENGLISH LITERATURE AND COMPOSITION.***¹²

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

UC APPROVED (ucb, b, cg)

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

ENGLISH 9 A – 2001
SH ENGLISH 9A - 2051
ENGLISH 9 B – 2002
SH ENGLISH 9 B - 2052

UC APPROVED (ucb, b, cg)

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Students will focus on

¹² Refers to College Board Course Descriptions:
<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

ENGLISH 9 HONORS A – 2020

ENGLISH 9 HONORS B – 2021

UC APPROVED (ucb, b, cg) *No UC Honors Designation

English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills and compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be writing in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as ELA 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the California State Standards. (**Course does not have an honors distinction approval*)

ENGLISH 10 A – 2003

SH ENGLISH 10 A - 2053

ENGLISH 10 B – 2004

SH ENGLISH 10 B- 2054

UC APPROVED (ucb, b, cg)

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

ENGLISH 10 HONORS A – 2022

ENGLISH 10 HONORS B – 2023

UC APPROVED (ucb, b, cg)

This class will focus on the in- depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's *The Odyssey*. The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing,

listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other ‘real-world’ writing.

ENGLISH 11 A – 2005

SH ENGLISH 11 A- 2055

ENGLISH 11 B – 2006

SH ENGLISH 11 B- 2056

UC APPROVED (ucb, b, cg)

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

ENGLISH 11 HONORS A – 2032

ENGLISH 11 HONORS B – 2033

UC APPROVED (ucb, b, cg)

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

ENGLISH 12 A – 2010

SH ENGLISH 12 A- 2057

ENGLISH 12 B – 2011

SH ENGLISH 12 B- 2058

UC APPROVED (ucb, b, cg)

English 12 is, at its heart, a British Literature course. It follows the development of English from its origins in Old and Middle English through texts like *Beowulf* and *The Canterbury Tales* all the way through to *Frankenstein*, *Hamlet*, and *A Brave New World*. Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also accompanied by at least one writing prompt that serves as a cumulative task that assesses students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts.

WORLD LITERATURE A – 2039

WORLD LITERATURE B – 2040

UC APPROVED (ucb, b, cg)

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

WORLD LITERATURE HONORS A – 2043

WORLD LITERATURE HONORS B – 2044

UC APPROVED (ucb, b, cg)

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

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

Designated and Integrated ELD for All English Learners Designated ELD courses at Locke prepare 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. At Oscar De La Hoya Ánimo, English Learners are enrolled in Sheltered Core ELA classes so that they practice English language skills while accessing core ELA curriculum with appropriate supports.

All Locke 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. Locke uses the EL Master Plan and consult 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.

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

ELD 1 A – 8346

NOT UC APPROVED (g)

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

ELD 1 B – 8347

NOT UC APPROVED (g,cg)

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

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

ELD 2 A – 8348

NOT UC APPROVED (g,cg)

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

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

ELD 2 B – 8349

NOT UC APPROVED (g,cg)

Prerequisites: Passage of ESL 2A end-of-course exam with 75% or better success, or a score of 520-705 lexiles on the Edge Placement Test. Overall score on ELPAC is Early Intermediate.

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

ELD 3 – 8350

UC APPROVED (ucb, b, cg)

Prerequisites: Passage of ESL 2B end-of-course exam with 75% or better success, or a score of 705-840 lexiles on the Edge Placement Test. Overall score on ELPAC is Intermediate.

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

ELD 4 – 8352

UC APPROVED (ucb, b, cg)

Prerequisites: Passage of ESL 3 end-of-course exam with 75% or better success, or a score of 840-1065 lexiles on the Edge Placement Test. Overall score on ELPAC is Early Advanced.

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

Mathematics

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

Course Title	Grade	Course Length	Credit Type
Mathematics, Mathematics Honors, and Advanced Placement Courses			
AP Calculus AB A/B	12	YEAR	ucc, c, cg
AP Statistics A/B	11-12	YEAR	ucc, c, cg

Algebra 1 A/B	9	YEAR	ucc, c, cg
Algebra 1 Honors A/B*	9	YEAR	c, cg
Algebra 2 A/B	10-12	YEAR	ucc, c, cg
Algebra 2 Honors A/B	10-12	YEAR	ucc, c, cg
Calculus A/B	12	YEAR	ucc, c, cg
Geometry A/B	9-11	YEAR	ucc, c, cg
Geometry Honors A/B	9-11	YEAR	ucc, c, cg
Integrated Math A/B	10	YEAR	ucc, c, cg
Pre-Calculus A/B	11-12	YEAR	ucc, c, cg
Pre-Calculus Honors A/B	11--12	YEAR	ucc, c, cg
Statistics A/B	12	YEAR	ucc, c, cg
Trigonometry A/B	10-12	YEAR	ucc, c, cg

AP CALCULUS AB A – 4010

AP CALCULUS AB B– 4011

UC APPROVED (ucc, c, cg)

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

THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CALCULUS

AP STATISTICS A – 9468

AP STATISTICS B– 9469

UC APPROVED (ucc, c, cg)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns;
2. Sampling and Experimentation: Planning and conducting a study;
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school will need to determine the length of time for its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester, or a one-year course. Most schools, however, offer it as a two-semester course.

THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP STATISTICS

ALGEBRA 1 A – 4001

ALGEBRA 1 B – 4002

UC APPROVED (ucc, c, cg)

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

ALGEBRA 1 HONORS A – 4018

ALGEBRA 1 HONORS B – 4019

NOT UC APPROVED (c, cg)

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework.

*(*Course does not have an honors distinction approval.)*

ALGEBRA 2 A – 4005

ALGEBRA 2 B – 4006

UC APPROVED (ucc, c, cg)

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

ALGEBRA 2 HONORS A – 4016**ALGEBRA 2 HONORS B – 4017**

UC APPROVED (ucc, c, cg)

This is an algebra II course in which students will further develop and expand the concepts they learned in algebra I and in geometry. Students will gain knowledge in solving algebraic problems in more complex ways. They will solve problems involving systems of linear equations and linear inequalities, imaginary and complex numbers, logarithmic and exponential functions, systems of quadratic equations, and probability. This course focuses on abstract thinking skills, function concepts, and algebraic problem solving. These are valuable tools in the real world. Students will be presented with real life scenarios and be able to solve the problems and present their solutions with written proofs, and student taught lessons. Students are expected to be self-motivated learners. They will also participate in several group projects throughout the year. This course corresponds to the California State Math Standards

CALCULUS A – 4050**CALCULUS B – 4051**

UC APPROVED (ucc, c, cg)

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

GEOMETRY A – 4003**GEOMETRY B – 4004**

UC APPROVED (ucc, c, cg)

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

GEOMETRY HONORS A – 4022**GEOMETRY HONORS B – 4023**

UC APPROVED (ucc, c, cg)

The Honors course is very rigorous and designed for students who excel in mathematics. In this course students will engage in activities that allow them to create geometric understanding. Students use the tools of geometry to develop, verify, and prove geometric principles and relationships. Through this process, students make conjectures and conclusions. Students will utilize algebra and probability skills to solve

geometric problems. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding properties, mathematical relationships and proofs; using geometric ideas in real situations, and representing geometric concepts with coordinates or other diagrams. The scope, depth, and pace of this course is much more extensive than in Geometry.

INTEGRATED MATH A – 4032
INTEGRATED MATH B – 4033

UC APPROVED (ucc, c, cg)

This course combines algebraic, geometric, and statistical techniques necessary to strengthen students' conceptual understanding of mathematical reasoning and problem solving. The curriculum is based on the CA Common Core Standards for Mathematics in the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability. The pedagogical approach will incorporate lecture, discovery, and investigative exercises utilizing a student worktext, personalized online support, and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

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

UC APPROVED (ucc, c, cg)

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

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

UC APPROVAL (ucc, c, cg)

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

STATISTICS A – 4040
STATISTICS B – 4045

UC APPROVED (ucc, c, cg)

Statistics covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks at the principles of hypothesis testing and statistical inference. Measuring the probability of an event,

interpreting probability, and using probability in decision-making are central themes of this course. The curriculum is based on the Common Core State Standards in Mathematics.

TRIGONOMETRY A – 4030

TRIGONOMETRY B – 4031

UC APPROVED (ucc, c, cg)

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

Laboratory Science

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

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

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

Biology of the Living Earth A/B	9-10	YEAR	ucd, d, cg
Biology Honors A/B	9-10	YEAR	ucd, d, cg
Chemistry in the Earth System A/B	10-11	YEAR	ucd, d, cg
Chemistry Honors A/B	10-11	YEAR	ucd, d, cg
Integrated-Coordinated Science 1	9-10	YEAR	ucd, d, cg
Marine Biology A/B Honors	10-12	YEAR	ucd, d, cg
Physics in the Universe A/B	9-12	YEAR	ucd, d, cg
Physiology A/B*	11-12	YEAR	d, cg

AP BIOLOGY A – 5005

AP BIOLOGY B – 5006

UC APPROVED (ucd, d, cg,bs)

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

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

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

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

AP CHEMISTRY A – 5030

AP CHEMISTRY B – 5031

UC APPROVED (ucd, d, cg)

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

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in

general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. *Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CHEMISTRY.*¹³

AP ENVIRONMENTAL SCIENCE A – 5093

AP ENVIRONMENTAL SCIENCE B – 5094

UC APPROVED (ucd, d, cg,bs)

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

All students will be provided an opportunity to be able to identify and analyze various issues present in our environment--both natural and non-natural. This course will examine the impact of various human cultures on the natural world through discussion, case studies, experimentation/models, evaluation and reflection. Students will make meaningful connection between ecological principles and aspects of human civilization such as economics, resources, poverty, population and sustainability. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP ENVIRONMENTAL SCIENCE.***¹⁴

AP PHYSICS A – 5018

AP PHYSICS B – 5019

UC APPROVED (ucd, d, cg)

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a

broad way of thinking about the physical world. The following are Big Ideas:

Objects and systems have properties such as mass and charge. Systems may have internal structure.

Fields existing in space can be used to explain interactions. The interactions of an object with other

objects can be described by forces. Interactions between systems can result in changes in those systems.

Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR

¹³ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

¹⁴ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

AP PHYSICS.¹⁵**ANATOMY AND PHYSIOLOGY A – 5085****ANATOMY AND PHYSIOLOGY B – 5086**

UC APPROVED (*ucd, d, cg,bs*)

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

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

BIOLOGY OF THE LIVING EARTH A- 5022**BIOLOGY OF THE LIVING EARTH B- 5023**

UC APPROVED (*ucd, d, cg,bs*)

In this Biology course, students will utilize various Crosscutting Concepts and Science and Engineering Practices to explore biological concepts that build comprehension around two driving questions: What connections exist between Earth's changing environment and the coevolution of life? and How and in what ways do organisms, including humans, depend on and impact the environment? Earth and Space Science concepts are integrated in a strategic way, designed to deepen student understanding of life on Earth and the interactions between the biotic and abiotic systems. This course engages students in building an understanding of life and how life changes over time in response to a changing environment. Central to this understanding is the study of interactions of living organisms and their environments on both macroscopic and microscopic scales. This includes an exploration of matter and energy transfer, ecological relationships, molecular biology, genetics, and evolution. It also includes an analysis of the impacts of these systems. The course begins and ends with systems interaction in ecosystems.

BIOLOGY HONORS A – 5012**BIOLOGY HONORS B – 5013**

UC APPROVED (*ucd, d, cg,bs*)

Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Ecology, Physiology and Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab

¹⁵ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

experiments. This course follows the content covered in a regular biology class, but the depth of content covered is expanded. Students in this course have greater exposure to the non-tested standards that are outlined in the California State Standards. Every lab report has an added component that requires students to apply knowledge learned from the lab to other fields of science. Each unit also includes short response questions to the essential questions of the unit. Students must write one or two concise paragraphs that answer the essential questions and provide supporting data. Students are also taught the process of editing their own work using a teacher-generated rubric. Students also use the rubric on peer's lab reports to aid the revision process and allow students the opportunity to improve their written work. In this course students design and execute their own experiment using the scientific method. Students are required to cite various sources, both on-line and college level texts. Students prepare presentations and paper explaining their experiment and results. The findings will be reported to their peers at the end of the year at the science fair. This science fair is conducted following state testing. Students enrolled in this biology course will acquire skills for life long application, analysis, synthesis and evaluation. By utilizing the California State Standards, students will generate a curiosity to understand and relate to the living world. Exposure to scientific methods, technology, and lab equipment and procedures will lead to an organized level of achievement and appreciation for science. Ultimately, this course will unveil the uncertainties of new technological advancements in science and the future of our environment. Students will become sensitive to the ethical implications of technology and the global concerns of our planet. Students will improve their scientific, qualitative writing skills that are required to succeed in college level science course.

CHEMISTRY IN THE EARTH SYSTEM A – 5024**CHEMISTRY IN THE EARTH SYSTEM B – 5025**

UC APPROVED (ucd, d, cg,cp)

In this NGSS-aligned Chemistry in the Earth System course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore how chemical processes of matter and energy help drive the Earth system within the universe. The integration of Earth and Space Sciences (ESS) into Chemistry allow for the investigation of myriad phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space scientists require a strong background in the fundamentals of matter and chemistry in order to interpret processes that shape the Earth system as a whole. Earth and space science applications, such as cosmology, material science, environmental chemistry and climate change, are excellent motivations to the study of physical laws and are used as a through-line in this chemistry course.

CHEMISTRY HONORS A – 5082**CHEMISTRY HONORS B – 5084**

UC APPROVED (ucd, d, cg,cp)

The 11th grade course in Chemistry will prepare students for college level science courses. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and thorough treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservation of matter and stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions, reaction rates, equilibrium, and thermodynamics. Students will be introduced to organic chemistry, biochemistry and nuclear processes.

INTEGRATED_COORDINDATED SCIENCE 1 A – 5102**INTEGRATED_COORDINDATED SCIENCE 1 B – 5103**

UC APPROVED (ucd, d, cg,cp)

This academic course provides students with an introduction to the earth sciences, physics, chemistry, and biology. This comprehensive view gives the students an understanding of the concepts and principles of science and provides opportunities to develop problem solving, and technological skills necessary to compete successfully in the 21st century. This course devotes at least 60 percent of the class time to student-centered laboratory activities and small group activities related to team projects and research.

MARINE BIOLOGY A HONORS – 5036

MARINE BIOLOGY B HONORS – 5037

UC APPROVED (ucd, d, cg)

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

PHYSICS IN THE UNIVERSE A – 5020

PHYSICS IN THE UNIVERSE B – 5021

UC APPROVED (ucd, d, cg,cp)

In this NGSS-aligned Physics in the Universe course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the forces and energy in the Earth System and the universe beyond. The integration of Earth and Space Sciences (ESS) into Physics allow for the investigation of myriad phenomena that range in scale from the unimaginably large to the invisibly small. Earth and space scientists require a strong background in the fundamentals of ENERGY and FORCES and Physics in order to learn about the origins of the Earth and the Universe, and to learn about how the Earth as well as the Universe have been and continue to change. Multiple times each semester, students are given opportunities to engage in Engineering Design Challenges (HS-ETS1), in which they are able to apply original thought about physics content to solve a relevant global issue. The opportunities to engage in these Engineering Design Challenges should be prioritized, as should the Science and Engineering Practices needed to make sense of the science in order for students to be successful on the Engineering Design Challenge, specifically SEP 2: Modeling, SEP 4: Analyzing and Interpreting Data, and SEP 6: Constructing Explanations and Designing Solutions.

PHYSIOLOGY A – 5038

PHYSIOLOGY B – 5039

NOT UC APPROVED (d, cg)

Physiology is a science course that allows students to look deeper into aspects of the human body, expanding on the concepts studied in biology. Students in this course will explore how the different body systems function, why they function, and how they work together to keep the body in tact; students will also explore diseases and disorders that arise when these systems do not work properly. It is a laboratory course designed for students to build knowledge and interest in the health careers.

Language other than English

At Locke, 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. At Locke, coursework is developed around authentic texts from diverse genres, including literary works of art, recordings, films, newspapers, and magazines. There should be a comprehensive final examination that evaluates levels of performance in the use of both written and spoken forms of the language. Classical language courses should include as many of these elements as appropriate.

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

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

SPANISH 1 A NON-NATIVE – 1001

SPANISH 1 B NON-NATIVE – 1002

UC APPROVED (uce, e, cg)

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

SPANISH 2 A NON-NATIVE – 1006

SPANISH 2 B NON-NATIVE – 1007

UC APPROVED (uce, e, cg)

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

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

SPANISH 3 A NON-NATIVE – 1014

SPANISH 3 B NON-NATIVE – 1015

UC APPROVED (uce, e, cg)

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

SPANISH 1 A NATIVE – 1020

SPANISH 1 B NATIVE – 1021

UC APPROVED (uce, e, cg)

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

SPANISH 2 A NATIVE – 1003

SPANISH 2 B NATIVE – 1004

UC APPROVED (uce, e, cg)

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

SPANISH 3 A NATIVE – 1023

SPANISH 3 B NATIVE – 1024

UC APPROVED (uce, e, cg)

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

AP SPANISH LANGUAGE A – 1012

AP SPANISH LANGUAGE B – 1013

UC APPROVED (uce, e, cg)

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas

outlined in the *Standards for Foreign Language Learning in the 21st Century 1* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. The demanding AP Spanish Language course is equivalent to a college course by providing opportunities for students to demonstrate their proficiency in the three modes of communication (Interpretive, Interpersonal, and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century which are foundational to the AP Spanish Language and Culture course. The immersive course is conducted entirely in Spanish to help students develop a strong command of the Spanish language. Students will be integrating the three modes of communication using rich, advanced vocabulary and linguistic structures. Students will be exposed to authentic cultural resources with the goal of providing a comprehensive learning experience covering the cultures that comprise the Spanish-speaking world.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP SPANISH LANGUAGE.***¹⁶

AP SPANISH LITERATURE A – 1010

AP SPANISH LITERATURE B – 1011

UC APPROVED (uce, e, cg)

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

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

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

So that the AP Spanish Literature course more closely approximates an introductory literature course typically taught at the college level, in 2003 the reading list was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in this very rich literature. Because of these revisions to the AP Spanish Literature course, it is easily identified by

¹⁶ Refers to College Board Course Descriptions:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

colleges and universities as comparable to a third-year college Introduction to Peninsular and Latin American Literature course. To ensure that the AP Spanish Literature Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of performance of college students. Completing a third-year Spanish Literature course and AP students. Those who perform satisfactorily on the AP Spanish Literature Exam may receive credit for a comparable college-level literature course. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP SPANISH LITERATURE.***¹⁷

Visual and Performing Arts

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

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

Course Title	Grade	Course Length	Credit Type
AP Studio Art 2-D Design A/B	11-12	YEAR	ucf, f, cg
AP Studio Art Drawing A/B	11-12	YEAR	ucf, f, cg
Advanced Band A/B	9-12	YEAR	ucf, f, cg
Advanced Drama*	9-12	YEAR	f, cg
Advanced Visual Art A/B	9-12	YEAR	ucf, f, cg
Beginning Instrumental A/B	9-12	YEAR	ucf, f, cg
Beginning Guitar A/B	9-12	YEAR	ucf, f, cg
Chorus Performance A/B	10-12	YEAR	ucf, f, cg
Digital Arts and Design A/B	9-12	YEAR	ucf, f, cg
Drama A/B	9-12	YEAR	ucf, f, cg
Drawing and Painting A/B	9-12	YEAR	ucf, f, cg
Exploring Music A/B	11-12	YEAR	ucf, f, cg
Film and Composition A/B	10-12	YEAR	ucf, f, cg
Film A/B	9-12	YEAR	ucf, f, cg
Intro to Art A/B	9-12	YEAR	ucf, f, cg
Latino Film A/B	10-12	YEAR	ucf.f.cg
Music	10-12	YEAR	ucf, f, cg
Music Industry Studies A/B	10-12	YEAR	ucf, f, cg
Theatre A/B	10-12	YEAR	ucf, f, cg

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

Visual Art A/B	9-12	YEAR	ucf, f, cg
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AP STUDIO ART 2D DESIGN A- 8272
AP STUDIO ART 2D DESIGN B- 8273

UC APPROVED (ucf, f, cg)

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

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

UC APPROVED (ucf, f, cg)

This AP Studio Art class is a rigorous college level course focused on drawing. At our school it is the capstone event for students who have fulfilled the requirements of and were successful in the recommended University of California approved Drawing and Painting class or completed portfolio work demonstrating a similar level of exploration for entrance. Students enrolled have already demonstrated and must continue to demonstrate a high level of motivation, independence, and interest in growing and expanding their visual voice through 2D works in the mediums related to drawing. All students in this class are required to engage in creative and systematic investigation of formal and conceptual issues in drawing throughout the duration of the course. This thorough examination will include a development of a portfolio that includes all three sections of the AP portfolio: Quality, Concentration, and Breadth. The course will be taught to challenge the student to develop their cohesive concentration through a systematic exploration demonstrated through sketchbook, research, journaling, and the exploration of historical art styles, cultural and personal imagery. Students will provide evidence of their in-depth exploration of a specific visual idea or artistic concern through a plan of action outline, initial sketches, and annotations.

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

ADVANCED BAND A – 9193
ADVANCED BAND B – 9194

UC APPROVED (ucf, f, cg)

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

ADVANCED DRAMA A – 8155

ADVANCED DRAMA B – 8156

NOT UC APPROVED (f, cg)

Advanced Drama is a class for senior students who have completed Introductory Drama 1A and 1B with a “B” or better or received approval by instructor. In Advanced Drama, students will build upon past theater experiences and continue to hone and develop their acting, voice, and movement skills in practical classes and performance projects and extend their theoretical knowledge. The class will cover ensemble work/team work, movement, voice, scene and play analysis, scene work including an emphasis on objectives, obstacles, and acting techniques, improvisational skills, character analysis and performance, monologues, audition skills, dramaturgy, and career paths. Additionally, whereas Introductory Drama covered theater history from the Greeks, Romans, Middle Ages through Elizabethan theater and Shakespeare, theatre history in Advanced Drama will focus on more modern theater history in the 20th and 21st century including the study of Constantin Stanislavsky, Sanford Meisner, Roy London, and Augusta Boal and the development of the Method, Group Theater, and Actors Studio. During the first semester, students in Advanced Drama will write original monologues based on their study of Anna Devere Smith’s performance work of *Twilight, Los Angeles 1992*, and perform an ensemble showcase as well as produce a fall play production. Second semester will focus on film acting and production as the students each select a specialization in acting, directing, cinematography, technical (lighting and sound), editing, or producing to work in teams to write, direct, and produce a 10-minute short film for entry into a Los Angeles short film festival. Second semester will conclude in the history and analysis of Augusta Boal’s Theater of the Oppressed and culminate in a final showcase production of street theater.

ADVANCED VISUAL ART A – 8142

ADVANCED VISUAL ART B – 8143

UC APPROVED (ucf, f, cg)

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

BEGINNING INSTRUMENTAL A – 9843

BEGINNING INSTRUMENTAL B - 9862

UC APPROVED (ucf, f, cg)

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

BEGINNING GUITAR A – 8130**BEGINNING GUITAR B - 8131**

UC APPROVED (ucf, f, cg)

Guitar class is a comprehensive music course that teaches students to successfully play and perform any music that interests them. Students learn basic music theory including reading music, guitar tablature and chord charts. Students learn scales, notes, chords, and basic musical intervals and learn how to improvise over chord progressions and play duets and ensemble pieces. Students also develop their voice through learning proper singing technique and performing daily warm-ups by singing scales and musical intervals (melodic and harmonic). Students study music history and the artists who were instrumental in developing the guitar's role in popular music are studied. Students will complete research projects and listening assignments to support this study. Students keep a reflection journal and daily reflect upon a variety of topics including: how specific exercises affected them as a musician; concert reviews; and listening to specific songs/recordings and reflecting upon how it makes them feel.

CHORUS PERFORMANCE A – 8153**CHORUS PERFORMANCE B - 8152**

UC APPROVED (ucf, f, cg)

Beginning choir class is for students who have an interest in singing and may or may not have prior experience in a choral setting. The purpose of the beginning choir class is to positively engage in the joy of singing while developing students' conceptual understanding of vocal technique and music theory knowledge through practice, performance, and critical analysis. During the exploration of the historical and cultural context of choral music, students will develop their choral music vocabulary and deepen their connection between the written and performance forms of the language of music. Students will continue to explore and develop elements of self-expression through collaborative rehearsal showcased during class and in front of a live audience. The course also gives students the opportunity to listen to and evaluate recorded/live performances as a practice of self-assessment and reflection.

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

UC APPROVED (ucf, f, cg)

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

DRAMA A – 8001**DRAMA B – 8002**

UC APPROVED (ucf, f, cg)

High school students apply their understanding of the vocabulary of theatre as they document the production elements of theatrical performances, thereby increasing their ability to write, design, produce, and perform. They base their acting choices on script analysis, character research, reflection, and revision, writing dialogues and scenes and applying their knowledge of dramatic structure. From at first playing theatrical games to now describing ways in which playwrights reflect and influence their culture, students grasp the power of theatre to present and explore complex ideas and issues in forms that range from comedy to tragedy. They also examine how a specific actor uses or have used drama to convey meaning and analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on societies. They understand the value of the knowledge and skills they learned in theatre as related to careers in theatre and elsewhere. By participating in theatre, they continue to improve their time-management skills, meet deadlines, and learn the professional standards required in the world of theatre.

Taken from the Visual and Performing Arts Standards and Frameworks Guide.

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

UC APPROVED (ucf, f, cg)

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

EXPLORING MUSIC A – 8041**EXPLORING MUSIC B – 8042**

UC APPROVED (ucf, f, cg)

Beginning choir class is for students who have an interest in singing and may or may not have prior experience in a choral setting. The purpose of the beginning choir class is to positively engage in the joy of singing while developing students' conceptual understanding of vocal technique and music theory knowledge through practice, performance, and critical analysis. During the exploration of the historical and cultural context of choral music, students will develop their choral music vocabulary and deepen their connection between the written and performance forms of the language of music. Students will continue to explore and develop elements of self-expression through collaborative rehearsal showcased during class and in front of a live audience. The course also gives students the opportunity to listen to and evaluate recorded/live performances as a practice of self-assessment and reflection.

FILM A – 8003**FILM B – 8004**

UC APPROVED (ucf, f, cg)

Students in this course will examine film as both an art form and as a means of communication. They are taught to examine film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose (the emphasis is on the various techniques used by filmmakers to convey meaning.) The course also introduces traditions of film making as well as the history of the cinema. In addition, students will examine how films often reflect the times and conditions in which they are made and how motion pictures sometimes help shape attitudes and values in society. Along with film criticisms, short essays, verbal analysis and written analysis, students will create short film related projects.

FILM AND COMPOSITION A – 8252**FILM AND COMPOSITION B – 8253**

UC APPROVED (ucf, f, cg)

Film and Composition studies American cinematic techniques and themes, as well as a few international films. There is an emphasis on creative writing and developing analytical and critical thinking skills, specifically in relation to the material and the artist's objective. Class units are project-based, centered on a thematic idea uniting the films presented; each unit consists of two films, a Socratic seminar discussion centered on an essential question, a written piece, a visual representation, and a presentation. The course places emphasis on the California ELA State Standards in writing (WOC), listening and speaking skills, as well as the California Visual and Performing Arts Standards. Students explore vocabulary and cinematic devices in the context of thematic, film units. Students compose screenplays, scripts, treatments, and storyboards centered on film themes, essential questions, and interdisciplinary topics. For all writing, students use 'process' methods and receive feedback from peers, self, and instructor. Students listen to lecture, individual, and group presentations and write and speak in response

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

UC APPROVED (ucf, f, cg)

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

LATINO FILM A – 8168**LATINO FILM B – 8169**

UC APPROVED (ucf, f, cg)

This course is a first year art course in the fundamentals of Latino Art. This course emphasizes the necessary skills that will provide the students with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural contexts and aesthetic valuing in the Latino Arts. Also, students will examine tools, techniques, materials, technology and application of what is learned in various art forms and careers in the Latino Arts. The art elements and principles of design serve as a foundation for each unit covered. Selected Latino historical and cultural contexts will be applied with attention to analysis, interpretation and judgment of student work. In addition, students will create individual as well as group drawings, paintings, photo montages and mixed media work putting to use the elements and principles of design. Finally, in order for students to experience Latino Art outside of the classroom environment, students will participate in field trips to local galleries, museums, studios, and organize and implement their own exhibits.

MUSIC INDUSTRY STUDIES A – 8284**MUSIC INDUSTRY STUDIES B – 8285**

UC APPROVED (ucf, f, cg)

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

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

THEATRE A – 8290**THEATRE B – 8291**

UC APPROVED (ucf, f, cg)

The purpose of this course is to provide a balanced theatre arts program that guides students to achieve the standards in the performing arts. The course will emphasize artistic perception and creative expression. It will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students will be trained in the fundamental skills of the theatre arts, including improvisation techniques, body control, voice, diction, pantomime, learning of lines, creation of character, projection of ideas and emotions and preparation and acting of scenes from plays. Acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature from various periods and cultures; using written critiques to evaluate one's own work and that of others; writing dramatic scenes; character analyses, play reports, and introductions; observing with sensitivity; listening critically; and speaking effectively. It is important for students to keep a daily journal recording responses to acting techniques and character development. They need to read and discuss plays from different periods noting similarities and differences in writing styles and participate in theatre activities as an actor, using appropriate theatre terms. In order to be successful in this course and develop as theatrical artists, students are required to complete research and discuss periods in theatre history focusing on the social, political, economic, and religious influences that shaped them. Prepare and present a report on one aspect of theatre history. As a result of their analytical research, students will be writing their own play scripts and producing plays in relation to issues in their community.

VISUAL ART A – 8055**VISUAL ART B – 8056**

UC APPROVED (ucf, f, cg)

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

well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics.

UC Approved G Electives

Course Title	Grade	Course Length	Credit Type
Academic English Essentials	10	YEAR	ucg, g, cg
Advanced Composition	10	YEAR	ucg, g, cg
Advanced Digital Art and Photography	11-12	YEAR	ucg, g, cg
Advanced Drawing and Painting	11-12	YEAR	ucg, g, cg
AP Psychology A/B	9-12	YEAR	ucg, g, cg
Chicano/African American Literature A/B	9-12	YEAR	ucg, g, cg
Chicano Studies A/B	10-12	YEAR	ucg, g, cg
Cultural Relations A/B	9-12	YEAR	ucg, g, cg
Economics	11-12	SEMESTER	ucg, g, cg
Economics Honors	11-12	SEMESTER	ucg, g, cg
Engineering and Robotics A/B	11-12	YEAR	ucg, g, cg
Environmental Science	10-12	YEAR	ucg, g, cg
Ethnic Studies	9,12	YEAR	ucg, g, cg
Introduction to Engineering A/B	9-12	YEAR	ucg, g, cg
Introduction to Journalism A/B	9-12	YEAR	ucg, g, cg
Introduction to Sociology A/B	9-12	YEAR	ucg, g, cg

ACADEMIC ENGLISH ESSENTIALS A - 2101
ACADEMIC ENGLISH ESSENTIALS B- 2102

UC APPROVED (ucg,g,cg)

Academic English Essentials is designed to provide students with the opportunity to master skills needed for college and career success. Course activities and assessments are aligned to the Common Core State Standards and designed to strengthen general study skills, particularly analytical reading, expository writing, and oral communications. Students will focus on developing the skills to read and analyze literary and informational texts and have ample opportunity to explore their personal interests. The development of a literacy portfolio where students will curate and revise examples of their work will be threaded throughout the course and technology skills will be integrated across all units to promote student technology proficiency. Students will engage in guided reflection throughout the course to stimulate critical thinking skills while simultaneously providing self-evaluation of their preparedness for college and career success.

ADVANCED COMPOSITION A - 2070
ADVANCED COMPOSITION B- 2071

UC APPROVED (ucg,g,cg)

The Advanced Composition course is designed to further help students gain the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on

developing the skills to write clear expository and persuasive essays with well-supported arguments and point of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer’s Workshop class setting. Each student will maintain a Writer’s Notebook and compile all selections into a Writing Portfolio that will reflect their growth through the course.

ADVANCED DIGITAL ART AND PHOTOGRAPHY A- 8274

ADVANCED DIGITAL ART AND PHOTOGRAPHY B- 8275

UC APPROVED (ucg,g,cg)

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

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

ADVANCED DRAWING AND PAINTING A- 8278

ADVANCED DRAWING AND PAINTING B- 8279

UC APPROVED (ucg,g,cg)

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

AP PSYCHOLOGY A – 5091

AP PSYCHOLOGY B – 5092

UC APPROVED (ucg, g, cg)

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. ***THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP PSYCHOLOGY.***¹⁸

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

UC APPROVED (ucg, g, cg)

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

CHICANO STUDIES A – 3070
CHICANOSTUDIES B –3071

UC APPROVED (ucg, g, cg)

The major purpose of this course is to provide an overview of significant periods in the history of Mexico as a basis for establishing a greater understanding of the Mexican people and Americans of Mexican descent. The course includes Mexican and Mexican-American contributions to the development of the United States, with special reference to the present. The course also covers the political, economic, social, and cultural history of Mexico and includes related current affairs.

Representative Objectives Students will be able to: Examine the culture, history, language, and traditions of Mexican Americans. Explain the geography of Mexico and the southwestern United States and understand the relationship between the land and the people. Examine the Mexican influence in California and the Southwest. Examine the conflict between the Conquistadors and various Indian Civilizations. Interpret the goals and accomplishments of the missionaries. Review the reasons for the military conflict between the Mexican and the Anglos in the 19th century. Describe 20th-Century Mexican American economic and political movements. Investigate today’s problems in the Chicano community, such as those of the young, the old, new immigrants, the church, various political groups, and relationships with others in the community.

CULTURAL RELATIONS A – 8258

¹⁸ Refers to <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

CULTURAL RELATIONS B – 8259

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

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

ECONOMICS – 3056

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

The primary goal of this course is to give students a fundamental knowledge of our domestic and global economic systems. Students will understand the basic concepts of microeconomics as they relate to supply and demand, pricing structures and market structures. Students will learn the basic concepts of macroeconomics as they relate to employment, taxation and government regulation. Using real world examples, students will be able to critically evaluate how economic factors influence their daily lives and the economy as a whole. The main focus is to provide the students a base level of economic understanding and the ability to integrate their knowledge into their other courses. Students will develop and understanding of economic problems and institutions of the United States and the world. Students will expand knowledge of the institution of economic systems, different methods and means of measuring concepts of economics, and the relationships of various economic variables.

ECONOMICS HONORS – 3028

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

During the second semester students will familiarize themselves with basic economic terms, concepts, and reasoning. They will examine the principles and characteristics of U.S. capitalism and analyze its market economy in a global setting. Students will analyze and debate the extent of government involvement in the U.S. economy. Special attention will be paid to an analysis of the U.S. labor market in a global setting, aggregate behavior of the U.S. economy, and how the U.S. affects, and is affected by, the global economy. Throughout the semester students will utilize the tools from other subject areas to interpret and analyze data.

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

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

UC APPROVED (ucg, g, cg)

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

ENVIRONMENTAL SCIENCE A – 5056**ENVIRONMENTAL SCIENCE B – 5057**

UC APPROVED (ucg, g, cg)

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

ETHNIC STUDIES A – 3013**ETHNIC STUDIES B – 3014**

UC APPROVED (uca, a, cg)

This is a year-long course that is designed to teach students about different ethnic and cultural groups in the United States. Students will learn about the history, culture, contributions of some of the major ethnic groups in the United States. They will study in depth the national origins of the various ethnic groups, the reasons these groups immigrated to the United States, and the barriers they have had to overcome. They will also examine the opportunities and contributions these groups have made, as well as the current status of these groups in American society. The goal of this class is to provide students with a better understanding of diversity in American culture and society, and to prepare them to contribute in a culturally diverse world. Ethnic Studies is designed to give students an introduction to various cultural issues. Students will learn about the history of US communities, social theory about social environments, policy analysis, and social inequality. Ethnic Studies is a combination of literature, art, history, economics, government, sociology, and philosophy and the course is designed to explain how societies work. The students will look at cultural issues that negatively impact communities: violence, gangs, the drug trade, poverty. Students will understand how the design and history of a community shapes its future. Students will learn how immigration can transform a community and make it a more diverse and colorful place to live. Students will analyze environmental issues, such as pollution, recycling and conservation and also explore diverse cultures, fashion, art, poetry, music, and film.

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

UC APPROVED (ucg, g, cg)

The Introduction to Engineering course introduces students to different engineering disciplines and careers through research and project-based learning. In each unit, students will research a branch of engineering, focusing on the key content principles and career options. Students will then identify a real-life problem, design a solution using the engineering process, construct a prototype, and test it. Students will document their project and research in a portfolio. The portfolio will grow throughout the course of the year. At the end of the course, a culminating project and completed portfolio will be presented to a panel of judges for feedback and assessment.

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

INTRODUCTION TO JOURNALISM A – 8062

INTRODUCTION TO JOURNALISM B – 8063

UC APPROVED (ucg, g, cg)

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

INTRODUCTION TO SOCIOLOGY A – 8256

INTRODUCTION TO SOCIOLOGY B – 8257

UC APPROVED (ucg, g, cg)

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

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

Green Dot Electives

Course Title	Grade	Course Length	Credit Type
Baseball	9-12	SEMESTER	pe
Basketball	9-12	SEMESTER	pe
Cheer	9-12	SEMESTER	pe
Cross Country	9-12	SEMESTER	pe
Football	9-12	SEMESTER	pe
Leadership	9-12	YEAR	g, cg
PE	9-10	YEAR	Pe
Pop Culture	11-12	YEAR	g, cg
ROTC	11-12	YEAR	pe
Soccer	9-12	SEMESTER	pe
Softball	9-12	SEMESTER	pe
Student Council	9-12	YEAR	g,cg
Student Government	9-12	YEAR	g,cg
Technology	9-12	YEAR	g,cg
Track and Field	9-12	SEMESTER	pe
Volleyball	9-12	SEMESTER	pe

Athletics

BASEBALL - 8121

BASKETBALL - 8113

CROSS COUNTRY - 6006

FOOTBALL 8189A

SOCCER - 8115

SOFTBALL - 8120

TRACK AND FIELD - 8294

VOLLEYBALL - 8098

NOT UC APPROVED (pe)

The classes are designed to prepare students for varsity-level interscholastic competition. Athletes must maintain a 2.0 GPA. These classes shall develop basic skills, teach advanced skills, and promote strategies along with analytical and theoretical thinking. The curriculum classes include: baseball, basketball, track and field, volleyball, football, soccer, softball, and cross country. All sports are under California Interscholastic Federation rules and regulations.

CHEER - 8033

NOT UC APPROVED (pe)

This class is offered to members of the cheer squad, where they will prepare and practice routines to promote school spirit during pep rallies, games, competitions, and other special performances. Selection is through the tryout procedure.

LEADERSHIP A - 8007

LEADERSHIP B – 8008

STUDENT GOVERNMENT A - 8017

STUDENT GOVERNMENT B -8018**STUDENT COUNCIL A - 820****STUDENT COUNCIL B -8208**

NOT UC APPROVED (g, cg)

Leadership, Student Government and Student Council is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real world issues that arise from the planning of events.

PE A - 6015**PE B - 6016**

NOT UC APPROVED (pe)

In PE we will focus on techniques and strategies as well as review rules, history, and the athletic structure of common sports. There will also be a health and skill related fitness component to the class. Students will also be responsible for creating their own individual, dual, or team sport.

POP CULTURE A – 8242**POP CULTURE B– 8243**

NOT UC APPROVED (g, cg)

The course will consider the apparently inescapable force of American popular culture. They will begin by considering the terms "culture" and "popular," and developing working definitions for the purpose of the class. Readings will help question the role of popular culture in student lives, inform general conversation, and provide students with a theoretical framework on which to develop their own ideas. As students turn to the second half of the year, they will consider the possibility of resistance and dissent, as exemplified in sub-cultures and counter-cultures, both historically and today. What is popular culture doing to us, what are we doing to it, and how (or why) might we change our relationship with this product of our society that seems to penetrate every aspect of our lives?

JROTC A – 6010**JROTC B - 6011**

NOT UC APPROVED (pe)

The Army Junior Reserve Officer Training Corps (**JROTC**) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment.

TECHNOLOGY A - 7001**TECHNOLOGY B - 7002**

NOT UC APPROVED (g, cg)

The course is intended to strengthen the basic academic and technology skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of high school/college preparatory education by cultivating essential academic skills such as critical inquiry, research deliberation, argument, reading, writing, listening, and speaking. Completion of this entry-level course provides the base for subsequent courses in general and specialized curricula which continue building technology, rhetoric and composition skills.

Green Dot Intervention Courses

Course Title	Grade	Course Length	Credit Type
English Language Arts			
Literacy Enrichment A/B	9-12	YEAR	5g,
ELD Literacy Enrichment	9-12	YEAR	
Literacy Intervention 1A/B	9	YEAR	5g
ELD Literacy Intervention 1 A/B	9	YEAR	
Literacy Intervention 2A/B & 10A/B	10	YEAR	5g
Literacy Intervention 2 A/B	10	YEAR	
Composition A/B	9 -12	YEAR	5g
Mathematics		YEAR	
Math Support A/B	9	YEAR	5g
Study Skills/ Organization			
Curriculum Skills A/B	9-12	YEAR	5g
ELD Curriculum Skills A/B	9-12	YEAR	5g
Academic Success A/B	9-12	YEAR	5g
College and Career Readiness			
Senior Seminar A/B	12	YEAR	5g
College Readiness A/B	9-12	YEAR	5g
ELD College Readiness A/B	9-12	YEAR	5g
Advisory			
Team Advisory A/B	9-12	YEAR	5g
ELD Team Advisory A/B	9-12	YEAR	5g

READING

LITERACY ENRICHMENT A – 2027

LITERACY ENRICHMENT B – 2028

*** Note: other course numbers are available for other credit numbers**

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

At the ninth grade level, students reading below a 7th grade level do not take science. Instead, they take a Read 180 class in which they are engaged in a 3-part program that includes independent reading, teacher-led mini lessons on reading strategies, and interactive computer CD-ROMs. Students reading between a 7th and 9th grade level receive support from the Read 180 program during their English class.

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

LITERACY INTERVENTION 1A –8342

LITERACY INTERVENTION 1B –8343

ELD LITERACY INTERVENTION 1A - 8342

ELD LITERACY INTERVENTION 1B - 2075

LITERACY INTERVENTION 2A- 8344

LITERACY INTERVENTION 2B-8345

ELD LITERACY INTERVENTION 2A - 2080

ELD LITERACY INTERVENTION 2B - 2081

LITERACY INTERVENTION 10A-2062

LITERACY INTERVENTION 10B-2063

*** Note: other course numbers are available for other credit numbers**

This course uses the S44 and R180 curriculum and is designed for students who need intensive literacy intervention and basic phonics and decoding instruction. (Criteria- 700 L and below)

COMPOSITION A -2068

COMPOSITION B-2069

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

MATH

MATH SUPPORT 1 A – 4035

MATH SUPPORT 1 B – 4034

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

STUDY SKILLS / ORGANIZATION

CURRICULUM SKILLS A – 8080

CURRICULUM SKILLS B – 8081

ELD CURRICULUM SKILLS A- 8292

ELD CURRICULUM SKILLS B- 8293

*** Note: other course numbers are available for other credit numbers**

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

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

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

ACADEMIC SUCCESS A – 6003
ACADEMIC SUCCESS B – 6004
ACADEMIC SUPPORT 9A- 1156
ACADEMIC SUPPORT 9B- 1157
ACADEMIC SUPPORT 10A-1058
ACADEMIC SUPPORT 10B- 1060
ACADEMIC SUPPORT 11A-1161
ACADEMIC SUPPORT 11B- 1062
ACADEMIC SUPPORT 12A-1063
ACADEMIC SUPPORT 12B-1064

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

COLLEGE AND CAREER READINESS

SENIOR SEMINAR A – 7042
SENIOR SEMINAR B – 7043

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

COLLEGE READINESS 10A - 7032
COLLEGE READINESS 10B – 7033
COLLEGE READINESS 11A - 7034
COLLEGE READINESS 11B - 7035
ELD COLLEGE READINESS 11A- 7046
ELD COLLEGE READINESS 11B- 7047
COLLEGE READINESS 12A - 7036
COLLEGE READINESS 12B - 7037
ELD COLLEGE READINESS 12A- 7048
ELD COLLEGE READINESS 12B- 7049

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

ADVISORY

TEAM ADVISORY A - 7005
TEAM ADVISORY B - 7008
ELD TEAM ADVISORY A - 7900
ELD TEAM ADVISORY B- 7901
ELD ADVISORY A (2.5)- 7906
ELD ADVISORY B (2.5)- 7907
ADVISORY- 2000
ELD ADVISORY 9A (2.5)- 7908
ELD ADVISORY 9B (2.5)- 7912
ADVISORY 10A (2.5)- 7810
ADVISORY 10B (2.5)- 7814
ELD ADVISORY 10A (2.5) - 7909
ELD ADVISORY 10B (2.5)- 7913
ADVISORY 11A (2.5)- 7811
ADVISORY 11B (2.5)- 7815
ELD ADVISORY 11A (2.5) - 7910
ELD ADVISORY 11B (2.5)-7914
ADVISORY 12A (2.5) - 7812
ADVISORY 12B (2.5) - 7816
ELD ADVISORY 12A (2.5)-7911
ELD ADVISORY 12B (2.5)-7915

*** Note: other course numbers are available for other credit numbers.**

Advisory is a school-wide structure that provides an opportunity to build positive relationships, increase academic resiliency, and develop the whole child. Advisory programs aim to promote the desired school culture as defined by the school’s mission and vision. We aim to do it through the integration of the College, Leadership, & Life framework.

Special Education

Scope and Sequence of High School Core Courses for Students on Alternative Curriculum						
Grade	English	Math	Social Studies	Science	Health/Life Skills	Physical Education
Grade 9	Pract Eng A	Pract Math A	Pract Soc St A	Pract Sci A	-----	PE or APE
	Pract Eng B	Pract Math B	Pract Soc St B	Pract Sci B	Life Skills	PE or APE
Grade 10	Applied Eng A	Cons Math A	SS Hist-Comm A	Comm Sci A	Personal Health	PE or APE
	Applied Eng B	Cons Math B	SS Hist-Comm B	Comm Sci B	-----	PE or APE
Grade 11	Comm Eng A	-----	SS Hist-Cons A	-----	-----	-----
	Comm Eng B	-----	SS Hist-Cons B	-----	-----	-----
Grade 12	Comm Res A	-----	-----	-----	-----	-----
	Comm Res B	-----	-----	-----	Transition	-----
Total Credits	40 Credits	20 Credits	30 Credits	20 Credits	15 Credits	20 Credits (more if IEP determines need)

Course Title	Grade	Units	Designation
Practical English A	9-10	5	Pract Eng A
Practical English B	9-10	5	Pract Eng B
Applied English A	9-10	5	App Eng A
Applied English B	9-10	5	App Eng B
Community English A	11-12	5	Com Eng A
Community English B	11-12	5	Com Eng B
Community Resources A	11-12	5	Com Res A
Community Resources B	11-12	5	Com Res B
Practical Math A	9-10	5	Pract Math A
Practical Math B	9-10	5	Pract Math B
Consumer Math A	9-10	5	Cons Math A
Consumer Math B	9-10	5	Cons Math B
Practical Social Science A	9-10	5	Pract Social Sci A
Practical Social Science B	9-10	5	Pract Social Sci B
Social Science/History Community A	11-12	5	Social Sci Com A
Social Science/History Community B	11-12	5	Social Sci Com B
Social Science/ History Consumer A	11-12	5	Social Sci Con A
Social Science/ History Consumer B	11-12	5	Social Sci Con B

Practical Science A	9-10	5	Pract Sci A
Practical Science B	9-10	5	Pract Sci B
Community Science A	9-10	5	Comm Sci A
Community Science B	9-10	5	Comm Sci B

The total credits are determined by the possible number of courses that are offer thorough the alternative curriculum program. However, each student's plan of study is discussed through the Individual Education Program (“IEP”) process for those students who receive special education services and who are working towards a certificate of completion.

PRACTICAL ENGLISH A 2SPRENGA
PRACTICAL ENGLISH B 2SPRENGB

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

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

APPLIED ENGLISH A – 2SAPENGA
APPLIED ENGLISH B – 2SAPENGB

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

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

COMMUNITY ENGLISH A- 2SCOENGA
COMMUNITY ENGLISH B – 2SCOENGB

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

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

COMMUNITY RESOURCES A- 5SCORESA
COMMUNITY RESOURCES B - 5SCORESA

This course emphasizes the skills needed to obtain basic and vital information necessary to function

efficiently within the student’s natural environment. The course will focus on information and services related to the Social Security Administration, the United States Postal Service, and the Department of Human Resources.

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

PRACTICAL MATH A 4SPRMATA
PRACTICAL MATH B 4SPRMATB

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

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

CONSUMER MATH A -4SCOMATA
CONSUMER MATH B -4SCOMATA

This course emphasizes basic skills for using money in the purchase of consumer goods and services. Students develop functional skills in the use and relationships of monetary coins and paper. They also apply monetary skills to the purchase of functional items needed for self or home. All skills are extended to their practice and application in the natural environment.

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

PRACTICAL SOCIAL SCIENCE A 8SPRSSA
PRACTICAL SOCIAL SCIENCE B 8SPRSSB

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

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

SOCIAL SCIENCE/HISTORY COMMUNITY A – 8SSHICOMA
SOCIAL SCIENCE/HISTORY COMMUNITY B – 8SSHICOMB

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

Human Resources.

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

SOCIAL SCIENCE/HISTORY CONSUMER A-8SSHICONA
SOCIAL SCIENCE/HISTORY CONSUMER B – 8SSHICONB

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

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

PRACTIAL SCIENCE A 5SPRSCIA
PRACTIAL SCIENCE B 5SPRSCIB

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

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

COMMUNITY SCIENCE A - 8195
COMMUNITY SCIENCE B - 8916

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

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

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

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

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

Textbooks

Choosing a textbook should be a collective process where the various members of the community that are to be engaged with the text should be part of the selection process. Each school is invited to send representatives in a given content area to provide input to recommended textbook selections. This Textbook Adoption Committee (TAC) is convened when the adoption of a text is needed in a selected content area and is comprised of teachers in the content area and individuals that have some specific relationship to the material (curriculum director, instructional coaches, instructional leadership team members, administrators, etc.).

As an initial task, the TAC should review the Green Dot rubric/checklist by which to judge the various textbooks. This rubric includes consideration of a) clear alignment with state standards and Common Core standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and

ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility.

If a textbook is selected to be used at a school site that does not appear on the Green Dot Recommended Book List, the book must be presented to the Area Superintendent for final approval.

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

Green Dot Middle School Textbooks and Instructional Materials	
ELA	<ul style="list-style-type: none"> • <i>Maniac McGee</i> • <i>Watsons Go to Birmingham</i> • <i>Tuck Everlasting</i> • <i>Scorpions</i> • <i>The Giver</i> • <i>Red Scarf Girl</i> • <i>Outsiders</i> • <i>Diary of Anne Frank</i> • <i>Animal Farm</i> • <i>In addition to the core novels listed above, teachers read a variety of non-fiction and literary short text and poetry units.</i>
Math	Carnegie: Level 1
	Carnegie: Level 2
	Carnegie: Level 3
	Carnegie: Algebra 1
Science	Glencoe: Focus on Earth
	Glencoe: Focus on Life
	Glencoe: Focus on Physical Science
History	Glencoe: Discovering Our Past – Ancient Civilization
	Glencoe: Discovering Our Past – Medieval Times
	Glencoe: Discovering Our Past – The American Journey
English Language Development (ELD)	Inside Fundamentals 1 and 2 Inside Level A
Drama	The Odyssey Exploring Theater Textbook

Green Dot High School Textbooks and Instructional Materials	
ELA	<ul style="list-style-type: none"> • Pearson Literature • Recommended Grade-level Novels (e.g., <i>House on Mango Street</i>, <i>Romeo & Juliet</i>, <i>Macbeth</i>, <i>Night</i>, <i>A Raisin in the Sun</i>, <i>The Great Gatsby</i>, <i>Brave New World</i>, <i>Hamlet</i>) • Literature & Composition (Bedford/St. Martins)
ELD	<ul style="list-style-type: none"> • Edge: Inside the USA Fundamentals • Edge: Level 2 • Core ELA Curriculum with Sheltered Adaptations • LAS Links

	<ul style="list-style-type: none"> • Imagine Learning • Read 180/ System 44 Materials: L Book • Kate Kinsella Academic Vocabulary Toolkit • English 3D
Math	<ul style="list-style-type: none"> • Algebra 1 Carnegie • Algebra 2 Carnegie • Geometry Carnegie • Glencoe Pre-Calculus (College Algebra Series) • Glencoe Pre-Calculus: Graphs and Models • SRA Numbers World – Level J (Glencoe) • Algebra and Trigonometry (Coburn) • Glencoe Trigonometry • Calculus: Early Transcendental Functions – AP (Glencoe) • Calculus: Late Transcendental Functions (Glencoe) • Calculus: Concepts and Connections (Glencoe) • Single Variable Calculus (W.H. Freeman) • Calculus, AP Edition, 9th Edition, Larson/Edwards • Calculus, 7th Edition, Larson/Hostetler/Edwards
Science	<ul style="list-style-type: none"> • Glencoe Science: Biology, CA Edition • Glencoe Science: Electricity and Magnetism • Glencoe Science: Life’s Structure and Function • Glencoe Science: The Nature of Matter • Glencoe Science: Sound and Light • Glencoe Science: Chemistry Matter and Change, CA Edition • Glencoe Science: Principles and Problems, CA Edition • CPO Physics • Biology with Mastering Biology (Pearson) • Chemistry the Central Science (Prentice Hall)
History	<ul style="list-style-type: none"> • World Civilizations: Sources Images, and Interpretations (McGraw-Hill) • World History (Glencoe McGraw-Hill) • The American Vision (Glencoe) • The American Vision, Modern Times (Glencoe) • US Government: Democracy in Action • Government in America, 15th Edition (AP Edition) • American Government: Readings and Cases. 18th Edition • Economics: Principles and Practices (Glencoe) • Economics: Today and Tomorrow (Glencoe) • The American Pageant: A History of the Republic (Houghton Mifflin) • American Government Institutions and Policies (Houghton Mifflin)
Spanish	<ul style="list-style-type: none"> • Sendas 1 (Prentice Hall) • Sendas 2 (Prentice Hall) • Realidades 1 (Prentice Hall) • Realidades 2 (Prentice Hall) • Realidades 3 (Prentice Hall) • Momentos cumbres de literaturas hispanicas: Introduccion al analisis literaria (Prentice Hall)

	<ul style="list-style-type: none"> • Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish: Preparing for the Language Examination (Prentice Hall) • Abriendo Paso: Lectura • AP Spanish: Preparing for the Language Examination (Prentice Hall) • Temas AP Spanish Language and Culture
Instructional Materials	<p>Instructional materials for the courses above includes, but are not limited to:</p> <ul style="list-style-type: none"> • Novels • Articles • Primary source documents • Textbooks • Student Workbooks • Manipulatives • Video and audio recordings relevant to the curriculum • Technology software

Study Skills / College Courses

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

Academic Support and Intervention

Based on incoming student need, a schedule of intervention and acceleration courses will be available to ÁCCS students so that all students can complete the required courses:

- Summer Bridge: Summer Bridge is a recommended multi-week summer program for incoming 6th grade students that acclimates students to the ÁCCS culture of middle school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- Literacy Intervention/Enrichment (Read 180): Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class.
- Math Foundations: Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- Credit Recovery: There is a framework for students who need more time to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered.
- English Language Development (“ELD”): ELD classes are provided for students entering school as beginning ELLs. Based on CA ELD standards, these classes aim to improve the English

listening, speaking, reading and writing skills of beginning students to at least intermediate proficiency.

- *Special Needs/Academic Success:* Designated SPED students will be provided extra support to reflect the needs outlined in the Individualized Education Plan (“IEP”) and in all of their academic courses through one-on-one instruction, group support and guided instruction.
- *Office Hours:* Teachers hold office hours twice a week after school to provide additional support and tutoring for students who may want additional support in a subject area.
- *Afterschool Program:* Afterschool programming is available for all students who wish to participate in academic support or other enrichment activities. Students who are not achieving a satisfactory grade within a particular class may be recommended to afterschool programs for additional support.

Social and Life Skills Development

Advisory Course

ÁCCS students will participate in an Advisory class with the same group of students and teachers for the entirety of their secondary school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in secondary school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- 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
- Gain 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. The high level of attention that Green Dot devotes to developing such personalized, teacher-student relationships is best demonstrated through our School Stakeholder Surveys in which more than 75% of students across all Green Dot schools agreed or strongly agreed with the statement they would recommend Green Dot to others.

We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Multi-Tiered System of Supports model (“MTSS”). Using the MTSS model, all students receive the core literacy and math courses as their Tier 1 instruction. In addition to the core courses, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student’s needs or if a referral to the Student Success Team is required.

Clinical Services

Our Clinical Services team provides individual, group and family therapy to the students and families, and serves as a level 2 and 3 intervention within the MTSS model. The main purpose of our clinical services program is to address the barriers to learning from the mental health perspective. In addition, we provide crisis intervention, parent consultation, teacher consultation, and case management which include providing resources and referrals to outside agencies.

In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and

supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapists or Licensed Clinical Social Workers. Interns provide social and emotional counseling including small group and individual therapy.

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

Instructional Design, Methods and Strategies

Research-based instructional frameworks may include active learning, brain-based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. The span model will allow teachers to collaborate to ensure appropriate scaffolding at the middle school level and a seamless transition to more rigorous content at the high school level. Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. ÁCCS and other Green Dot schools have used books in staff development including: 101 Active Learning Strategies (Mel Silberman, published April 1, 2016), Teaching With The Brain In Mind (Eric Jensen, published January 1, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock, published January 15, 2012), among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research will allow ÁCCS teachers to learn from successful models and begin implementing strategies in their classroom.

Serving a diverse student population that will need remediation, acceleration and language development, students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. Instruction will be differentiated based on student data and formative assessments to create a culturally responsive classroom for students to learn. Based on Doug Lemov's Teach Like a Champion, Green Dot has adopted instructional specific, concrete, and actionable techniques focused on student engagement and student accountability for rigorous learning. The following techniques have been identified to ensure teachers are setting high academic expectations, engaging students in lessons and creating a strong classroom culture:

- **No Opt Out:** A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.
- **Right Is Right:** Set and defend a high standard of correctness in your classroom.
- **Stretch It:** The sequence of learning does not end with a right answer; reward right answers with follow-up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction
- **Format Matters:** It's not just what students say that matters but how they communicate it. Students must take their knowledge and express it in the language of opportunity.
- **Cold Call:** In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.
- **Wait Time:** Delay a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
- **Everybody Writes:** Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

- **Do Now:** Students are both productive during every minute and ready for instruction as soon as you start.
- **SLANT:** Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning, inquiry based learning and individual student practice for all lessons. Direct instruction or inquiry based learning can be used to introduce a new concept to students through note-taking and lecture, delivery via text or exploratory activities. Direct instruction may be followed by cooperative learning groups allowing students to process and make meaning of new information. Cooperative learning groups promotes student to student interaction and the academic discourse necessary for the rigor of the Common Core. Finally, students will be provided sufficient time to practice concepts before assessment as an opportunity for individual assessment and re-teaching before demonstrating mastery. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with Common Core standards, and assessing student mastery of standards on an ongoing basis. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed Common Core standards and CA State standards.

Technology Integration in Academic Program

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

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

To prepare students for the computer-based state standardized assessments and 21st century learning, Green Dot teachers are integrating key technology skills into their curriculum. Student access to computer based lessons and activities have increased with the transition to the Common Core State Standards.

Meeting the Needs of All Students: Students Achieving Below Grade Level, Socioeconomically Disadvantaged Students, English Learners, Gifted & Talented Students/Students Achieving Above Grade Level, and Students with Disabilities

Specific Goals for Providing and Ensuring Equal Access to Students Achieving Below Grade Level

ÁCCS is committed to serving academically low achieving students. As with other Green Dot schools, ÁCCS expects that many (if not the majority) of its students may be classified as low-achieving. As such, ÁCCS's curriculum and program is adapted to improve performance for traditionally low-achieving students. ÁCCS has a simple, but specific goal to ensure that all students are prepared for success in high school, college, leadership and life. In fact, ÁCCS's goals for academically low achieving students are the same as its goals for its entire student body. For more information on these goals, please see the

section titled “Measurable Student Outcomes” and the SLOs listed in this charter petition. ÁCCS ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means (also see the section for “Academic Support and Intervention”):

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

Communication with parents is an integral part of supporting students that are low-achieving. Parent contact may be made via phone or email by individual teachers, a grade level conference may be called by a team of teachers and systems of communication school-wide include 6 week deficiency notices and 9 week progress reports prior to the end of each semester.

Socio-Economically Disadvantaged Students

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

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

themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.

English Learners

The Charter School shall timely identify potential English Learners and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners shall 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.

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

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

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

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

EL Master Plan

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

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

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

ELPAC Testing*

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

ÁCCS shall notify all parents of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill requirements under the Every Student Succeeds Act for annual English proficiency testing, as applicable. A form letter will be mailed to all students and per request a parent conference will be held to explain and/or clarify any pending questions about testing, coursed offered or reclassification. The ELPAC shall be used to fulfill requirements under the Every Student Succeeds Act for annual English proficiency testing, as applicable.

*Green Dot schools are transitioning to the ELPAC in spring 2018. If for some reason the state requires schools to use the CELDT, ÁCCS 1 will administer the CELDT in lieu of the ELPAC.

Strategies for English Learner Instruction and Intervention

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

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

Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that **build into and from content instruction** in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.¹⁹

Sample Designated Course Options:

- ELD R180
- ELD AEE
- ELD English 3D
- ELD Advisory
- Sheltered ELA
- Newcomer ELD

Adaptations to the original course curriculum (R180, AEE, Advisory, ELA, etc) integrate language instruction and practice and should **not** rely only on slowing down the pace of instruction, eliminating texts, or translating material for English learners.

¹⁹ California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

Schools who have too few ELs to comprise a full designated ELD course section may cluster ELs in a literacy enrichment ELD course. Adaptations to the original literacy enrichment course curriculum will be made to integrate language instruction and practice so that a portion of the class period is driven by the ELD standards and the course meets the essential features of a designated program.

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 on the ELPAC of Early Advanced (EA) with no scores less than Intermediate (I).
- 2) Earn a score of Basic, Proficient or Advanced Proficient on the most recent English Language Arts test of the California state-standardized test or the California Modified Assessment (CMA).
- 3) Approval from current ELA teacher based on SOLOM and consideration of academic performance. (English teachers will be trained on how to use the SOLOM for reclassification.)
- 4) Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.
- 5) Reclassify Student as Fluent English Proficient.
 - o Place dated reclassification form signed by the English teacher in the student’s file.
 - o Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.
- 6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
 - o August, after California state-required test data is published.
 - o January, after ELPAC data is published.
- 7) Monitor the academic progress of RFEP students for four years.
 - o If a student scores Below Basic or Far Below Basic on CMA-ELA or CA state-required test (ELA), a Tier 1, 2, or 3 intervention is initiated as appropriate.
 - o Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
 - o If a student is failing core academic classes, MTSS monitoring will be triggered.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on

program design.

- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Gifted and Talented Students and Students Achieving Above Grade Level

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

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

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

Communication with parents is an integral part of supporting students that are excelling. Parents may be informed of student options through grade level parent meetings, individual meetings with school counselors and/ or teachers and through regular progress reports and semester grades. Course selection each Spring will allow parents and students the opportunity to pursue honors, enrichment and Advanced Placement classes as available.

Students with Disabilities

Overview

Students in special education programs will complete the curriculum to the maximum extent possible. In promoting and graduating these students, the school shall use the objectives and expectations that have been modified according to the students' Individualized Education Program (IEP).

ÁCCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

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

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

ÁCCS shall be an independent local educational agency (“LEA”) member of El Dorado Charter SELPA in accordance with Education Code Section 47641(b).

ÁCCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

ÁCCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ÁCCS shall be accessible for all students with disabilities.

Services for Students Under the “IDEA”

ÁCCS provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado Charter SELPA.

ÁCCS will provide services for special education students enrolled in ÁCCS. ÁCCS will follow El Dorado Charter SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

ÁCCS agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to ÁCCS students, staff, facilities, equipment and records as required to fulfill all obligations imposed by law.

The Charter School is committed to creating a robust service delivery model to serve all students with disabilities. In collaboration with Green Dot’s Education Management Team, the Charter School will implement a special education service delivery model that embraces the inclusion of all students regardless of their disability, and the implementation of special education services through a blended model. The Charter School will ensure the program integrates the needs of all student with disabilities by working with a variety of staff members, including but not limited to: resource teachers, special education teachers, office staff, school psychologists, counselors, special education aides, nurses, speech pathologists, and occupational therapists.

The Charter School’s master schedule reflects the needs of all students with disabilities. All class offerings are carefully reviewed to ensure the charter school is able to meet the needs of our students who require specialized support. Sample program models include collaborative practices, small group pull-outs, pull-out specialized academic instruction class, pull-out transition class, and direct one-to-one instruction. Additionally, the Charter School will ensure students with disabilities have access to reading and math intervention programs, which will be offered with the support of a resource teacher.

The Charter School will have a service delivery model that is aligned with federal and state law that embraces collaboration, best practices, and integration of all students. The special education program delivery model will provide a combination of consultative support, push-in in the general education classroom, and direct instruction outside the general education classroom for intensive specialized instruction. All three levels of support are available at the school site in order to meet all students’ needs. Services are provided on a continuum basis, and can be combined. This allows the Charter School to provide a plan that is specifically designed to meet the students’ individualized needs. The model is purposefully flexible so that it can be adapted to meet students’ individual needs, including the type and severity of their disability.

Essential Practices of our Service Delivery Model: The Special Education Program Administrator (“SEPA”) will support the Charter School in developing a master schedule that pairs general education teachers with a special education teacher and/or resource specialist teacher to adequately support students with disabilities. The Charter School will ensure general education teachers and special education and/or resources specialist teachers collaborate to ensure the general education curriculum is accessible to special education students. For example, resource specialist teachers will provide professional development to general education teachers on a quarterly basis to ensure all teachers are able to accommodate and modify the curriculum for students with disabilities. General education teachers and resource specialists will regularly collaborate to plan accommodations to curriculum and assessments.

Furthermore, the resource specialist teacher will monitor student progress and communicate findings with the general education teacher to adjust instruction and supports for students within general education classroom. If a student’s needs can only be met in a direct support setting, the Charter School has the ability to provide the student with an intensive support class taught by a resource teacher. The class is designed to provide students with the direct support necessary to work on IEP goals, pre-teach and re-teach content learned in core ELA and Math classes. Additionally, this allows the student to receive intensive support for executive functioning skills, and additional modifications to ensure access to the curriculum, when necessary. All students are exposed to the general education curriculum and grade level standards. If a student’s IEP calls for an alternate curriculum or modifications, our general education and special education team will ensure the student receives the appropriate support. Green Dot adopted the Unique Learning System and Attainment curriculums as foundational tools for supporting students who require an alternate curriculum.

Lastly, the Charter School is committed to ensuring all stakeholders understand the needs of students with disabilities inside and outside of the classroom. The Charter School’s office staff, campus aides, service providers, special education aides, and after-school support teams receive training to understand and support the needs students with disabilities. The staff receives training twice a year on the range of disabilities we serve and supports available to our students and families. The Charter School will have a school psychologist who establishes outside partnerships to increase access to mental health services, such as psychiatry, individual counseling, parent and family counseling, and other community resources. Finally, in order to ensure all Charter School students have access to the general education curriculum and resources, the Charter School will integrate our special educators and service providers into the Charter School’s professional development. Special education and resource specialist teachers are trained, evaluated, and supported alongside the general education teaching staff.

Staffing

All special education services at ÁCCS will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. ÁCCS staff shall participate in SELPA in- service training relating to special education.

ÁCCS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. ÁCCS shall ensure that all special education staff hired or contracted by ÁCCS is qualified pursuant to SELPA policies, as well as meet all legal requirements. ÁCCS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to ÁCCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

ÁCCS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. ÁCCS will adopt and implement policies relating to all special education issues and referrals.

Using the MTSS model, students who need more intensive intervention (Tier 2) and support with a lower student-to-teacher ratio are provided with math and literacy interventions classes for academic support. If the student continues to struggle, the MTSS team will determine if there are specific individual interventions (Tier 3) necessary to address the student's needs or if a referral to the Student Success Team is required. Students in the Tiers of support will be provided on-going support and their data will be monitored to assess the impact on achievement. Only if the MTSS model is not sufficient to meet a student's needs will a recommendation for a formal special education assessment be made.

Identification and Referral

ÁCCS shall have the responsibility to identify, refer, and work cooperatively in locating ÁCCS students who have or may have exceptional needs that qualify them to receive special education services. ÁCCS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

ÁCCS will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

ÁCCS will utilize the Student Study Team ("SST") process which improves academic and behavior success through data analysis, targeted interventions and progress monitoring. SSTs shall occur during regularly calendared times and the teams are composed of school psychologists, teachers, parent, administrators, counselors, and any other relevant staff providing support for the student. After conclusion of the implementation of interventions designed by the SST, the team's responsibility is to determine progress and determine recommendation for special education evaluation if the student has not demonstrated adequate progress through the prescribed interventions.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. ÁCCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. ÁCCS shall obtain parent/guardian consent to assess ÁCCS students.

IEP Meetings

ÁCCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. ÁCCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the ÁCCS designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other ÁCCS representatives who are knowledgeable about the regular education program at ÁCCS and/or about the student. ÁCCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the

requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

Additionally, if a student has Limited English Proficiency, the IEP team will include a teacher or specialist who has the expertise in the student’s language needs. This individual will have the expertise necessary to interpret data and collaborate with the team regarding goals and metrics appropriate to support the student’s language development. The Charter School will also all have an English Language Development Lead that consults with the IEP team on designated supports and best practices that should be considered for inclusion in the IEP development.

IEP Development

IEP goals and services at ÁCCS will be linguistically appropriate, as per Ed Code Section 56345(b). ÁCCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible ÁCCS students in accordance with the policies, procedures and requirements of the SELPA and state and federal law.

IEP Implementation

ÁCCS shall be responsible for all school site implementation of the IEP. As part of this responsibility, ÁCCS shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for ÁCCS’s non-special education students, whichever is more. ÁCCS shall also provide all home-school coordination and information exchange. ÁCCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

ÁCCS shall comply with Education Code Section 56325 with regard to students transferring into ÁCCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ÁCCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ÁCCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time ÁCCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ÁCCS from a district operated program under the same special education local plan area of ÁCCS within the same academic year, ÁCCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and ÁCCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ÁCCS with an IEP from outside of California during the same academic year, ÁCCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ÁCCS conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ÁCCS, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

ÁCCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to ÁCCS and no student shall be denied admission nor counseled out of ÁCCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

ÁCCS shall adopt policies for responding to parental concerns or complaints related to special education services. ÁCCS shall receive any concerns raised by parents/guardians regarding related services and rights.

ÁCCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

ÁCCS may initiate a due process hearing or request for mediation with respect to a student enrolled in ÁCCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, ÁCCS shall defend the case.

SELPA Representation

ÁCCS understands that it shall represent itself at all SELPA meetings.

Funding

ÁCCS understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

ÁCCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ÁCCS. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by ÁCCS.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations.

The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude

or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

WASC ACCREDITATION

The Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

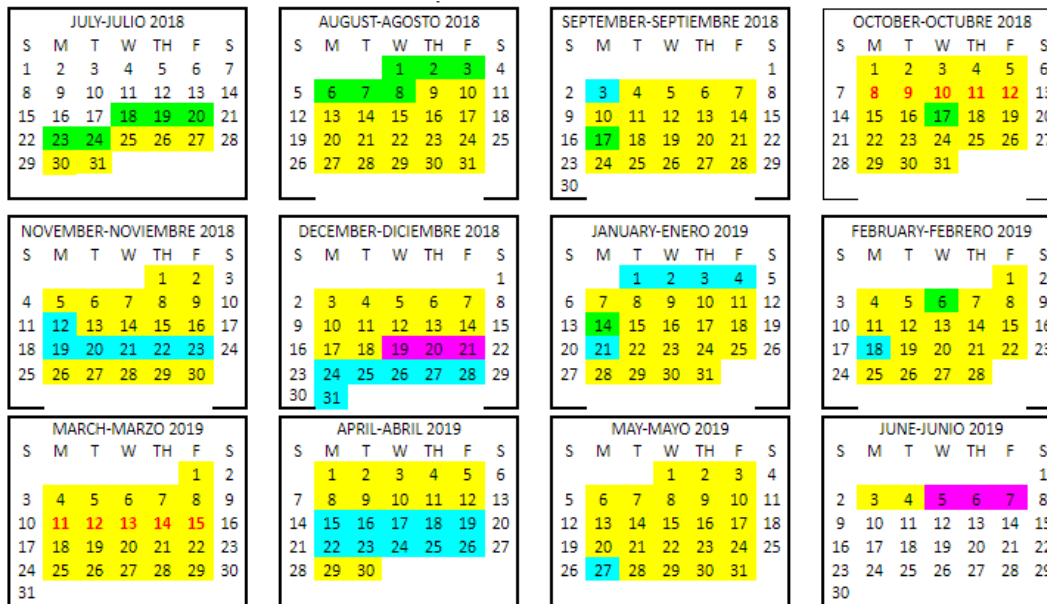
Academic Calendar and School Time

A school site committee determines the daily bell schedule that meets the needs of its students. ÁCCS will have at least 175 student days and an additional 10 professional development days for its teachers. The current state minimum requirement for instructional minutes for middle schools is 54,000 minutes and for high schools is 64,800 minutes. ÁCCS will surpass the required number of minutes of instruction as set forth in Education Code Section 47612.5. ÁCCS will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to Education Code Sections 47612.5(a)(1) and 47612.5(e)(1). Students at-risk of not meeting the 80 percent requirement will be referred to the Student Attendance Review Team (SART). (More information on SART can be found in the school Parent-Student Handbook).

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

Sample Academic Calendar

2018-19 School Year



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

Staff Professional Development/Preparación para Maestros	
Pupil Free Day/Día Sin Estudiantes	
New Teacher Meeting/Preparación para maestros	Jul 18, Jul 19, Jul 20, Jul 23, Jul 24
Green Dot Day/Preparación para maestros	Aug 1, Aug 2, Aug 3, Aug 6, Aug 7, Aug 8
Staff Development Days/Días de desarrollo para maestros	
Green Dot Days/Día de Green Dot	, Sep 17, Oct 17, Jan 14, Feb 6
Holidays/Vacaciones	
Labor Day/Día de trabajo	Sep 3
Veteran's Day Holiday/Día de los veteranos	Nov 12
Fall Break	Nov 19, Nov 20, Nov 21
Thanksgiving Holiday/Día de acción de gracias	Nov 22, Nov 23
Winter Break/Vacaciones de invierno	Dec. 24- Jan. 4
Dr. King's Birthday/Día del Dr. King	Jan 21
Presidents' Day/ Día de los presidentes	Feb 18
Spring Vacation/Vacaciones de primavera	April 15 - April 26
Memorial Day/Día de Conmemoración	May 27
Minimum Days/Día Corto	
Finals	Dec 19, Dec 20, Dec 21, Jun 5, Jun 6, Jun 7
Important Dates/Fechas Importantes	
Quarter 1 Midterms	Oct 8, 9, 10, 11 and 12
Quarter 3 Midterms	March 5, 6, 7, 8, and 9
MS Collaboration Dates	November 28 and March 27

Sample Bell Schedule

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:00 AM-9:25 AM	Period 1	8:00 AM-9:10 AM	Professional Development	8:00 AM-9:25 AM	Period 2	8:00 AM-9:25 AM	Period 6	8:00 AM-9:25 AM	Period 4

9:25 AM-9:30 AM	Passing	9:10 AM-9:30 AM	Teacher Prep	9:25 AM-9:30 AM	passing	9:25 AM-9:30 AM	passing	9:25 AM-9:30 AM	passing
9:30 AM-10:55 AM	Period 2	9:30 AM-10:55 AM	Period 5	9:30 AM-10:55 AM	Period 3	9:30 AM-10:55 AM	Period 1	9:30 AM-10:55 AM	Period 5
10:55 AM-11:25 AM	Lunch	10:55 AM-11:25 AM	Lunch	10:55 AM-11:25 AM	Lunch	10:55 AM-11:25 AM	Lunch	10:55 AM-11:25 AM	Lunch
11:25 AM-11:30 AM	Passing	11:25 AM-11:30 AM	Passing	11:25 AM-11:30 AM	passing	11:25 AM-11:30 AM	Passing	11:25 AM-11:30 AM	passing
11:30 AM-12:55 PM	Period 3	11:30 AM-12:55 PM	Period 6	11:30 AM-12:55 PM	Period 4	11:30 AM-12:55 PM	Period 2	11:30 AM-12:55 PM	Period 6
12:55 PM-1:00 PM	Passing	12:55 PM-1:00 PM	passing	12:55 PM-1:00 PM	passing	12:55 PM-1:00 PM	passing	12:55 PM-1:15 PM	Teacher Prep
1:00 PM-2:25 PM	Period 4	1:00 PM-2:25 PM	Period 1	1:00 PM-2:25 PM	Period 5	1:00 PM-2:25 PM	Period 3	1:15 PM-3:10 PM	Professional Development
2:25 PM-2:30 PM	Passing	2:25 PM-2:30 PM	passing	2:25 PM-2:30 PM	passing	2:25 PM-2:30 PM	passing		
2:30 PM-3:10 PM	Advisory	2:30 PM-3:10 PM	Advisory	2:30 PM-3:10 PM	Advisory	2:30 PM-3:10 PM	Advisory		

Sample Master Schedule

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

6th Grade Master Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
ENG 6	ENG 6	CONFERENCE	ENG 6	LIT INTERV/ ELECTIVE 6	LIT INTERV/ ELECTIVE 6
LIT INTERV/ ELECTIVE 6	LIT INTERV/ ELECTIVE 6	ENG 6	LIT INTERV/ ELECTIVE 6	CONFERENCE	ENG 6
GEN MATH	CONFERENCE	GEN MATH	MATH FOUND	TECHNOLOGY	GEN MATH
MATH FOUND	MATH FOUND	MATH FOUND	GEN MATH	GEN MATH	CONFERENCE
ANC CIV	ANC CIV	ANC CIV	CONFERENCE	ANC CIV	ANC CIV
CONFERENCE	EARTH SCI	EARTH SCI	EARTH SCI	EARTH SCI	EARTH SCI
ENG 6	ENG 6	CONFERENCE	READING HYBRID	DRAMA	READING HYBRID

7th Grade Master Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
ENG 7	ENG 7	CONFERENCE	ENG 7	LIT INTERV/ ELECTIVE 7	LIT INTERV/ ELECTIVE 7
LIT INTERV/ ELECTIVE 7	LIT INTERV/ ELECTIVE 7	ENG 7	LIT INTERV/ ELECTIVE 7	CONFERENCE	ENG 7
GEN MATH	CONFERENCE	GEN MATH	MATH FOUND	MATH FOUND	GEN MATH
MATH FOUND	TECHNOLOGY/ PE	TECNOLOGY/ PE	GEN MATH	GEN MATH	CONFERENCE
WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	CONFERENCE	WORLD HISTORY	WORLD HISTORY
CONFERENCE	LIFE SCI	LIFE SCI	LIFE SCI	LIFE SCI	LIFE SCI
ENG 7	ENG 7	CONFERENCE	READING HYBRID	COMPOSITION	COMPOSITION

8th Grade Master Schedule

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ACAD SUC	ACAD SUC	SUPPORT	SUPPORT	SUPPORT	CONFERENCE
ENG 8	ENG 8	CONFERENCE	ENG 8	LIT INTERV/ ELECTIVE 8	LIT INTERV/ ELECTIVE 8
LIT INTERV/ ELECTIVE 8	LIT INTERV/ ELECTIVE 8	ENG 8	LIT INTERV/ ELECTIVE 8	CONFERENCE	ENG 8
GEN MATH	CONFERENCE	GEN MATH	MATH FOUND	MATH FOUND	GEN MATH
TECHNOLOGY/ PE	TECHNOLOGY/ PE	TECHNOLOGY/ PE	GEN MATH	GEN MATH	CONFERENCE
US HISTORY	US HISTORY	US HISTORY	CONFERENCE	US HISTORY	US HISTORY
CONFERENCE	PHYSICAL SCI	PHYSICAL SCI	PHYSICAL SCI	PHYSICAL SCI	PHYSICAL SCI
ENG 8	ENG 8	CONFERENCE	LIT INVESTIGATIONS	LIT INVESTIGATIONS	LIT INVESTIGATIONS

9th Grade Master Schedule

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

10th Grade Master Schedule

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

11th Grade Master Schedule

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

12th Grade Master Schedule

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

Professional Development

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

Green Dot has a multifaceted recruitment strategy that focuses on sourcing 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, and Teach for America. We contact top graduate and education programs in the country and publicize our California schools to experienced teachers via multiple social media platforms. We recently launched our own intern program in partnership with Loyola Marymount called Adelante. Adelante is an alternate path to a single subject credential; our recruitment efforts for Adelante target Green Dot alumni and current employees working in other roles, and its coursework is largely directed by members of the Green Dot Educational Team. Additionally, we have an incentivized referral program through which internal employees recommend individuals for consideration.

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

Ongoing Professional Development

Professional development for teachers and school site leaders is a critical component of Green Dot’s school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily routine at ÁCCS, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for

school-wide goals. Our professional development is also standards based and incorporates CCSS in core subject areas.

Teacher Professional Development

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

- **Annual Training/Retreat:** An annual three to five-day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat:** A full day retreat for school staff to evaluate progress, reflect, and adjust the school’s plan for the final semester.
- **Weekly Staff Development:** A late start or early dismissal is provided each week so that a 90-minute professional development period is established. Staff development topics are based on the assessment of student needs and identifying areas of improvement as outlined in the school’s annual strategic plan.
- **Weekly Staff Collaboration:** A late start or early dismissal is provided each week so that a 60-minute collaboration period is established. Collaboration time includes grade level collaboration, department professional development, and collaboration on school-wide systems such as Advisory and Safe and Civil. Collaboration time will also include articulation and vertical alignment between the lower and upper grades of the span school.
- **Department Norming Days:** Department meeting to norm teaching practices.
- **Green Dot-wide Staff Development:** Green Dot-wide meeting of content teachers to share best practices.

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

Green Dot schools also participate in Safe and Civil Training to establish a positive schoolwide culture on campus. Safe and Civil training includes a focus on clear expectations, positive teacher-student interactions, guidelines for success and clear schoolwide consequences and incentives. Training includes an overview of Restorative Practices.

Sample Teacher Professional Development Plan

<i>Semester 1</i>	<ul style="list-style-type: none"> • New Teacher Training • School Retreat • Growth Mindset • Thinking Maps & Follow-up • Power School and Power Grader • EADMS Training • Safe & Civil • Objectives Deep Dive • Lesson Plan Analysis • Data Driven Instruction Protocol • Green Dot Common Assessment Program Data Review • Buddy Observations
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	<ul style="list-style-type: none"> • ILT Walk Through • Literacy PD • Inquiry based learning PD • Vertical Planning
<i>Semester 2</i>	<ul style="list-style-type: none"> • School Retreat • Semester 1 Recap • Interim Guiding Conference • Thinking Maps • Common Core Technology • Green Dot Common Assessment Program Data Review • Buddy Observations • ILT Walk Through • Safe & Civil • Parent Conferences • Green Dot Middle School Collaboration • Buddy Observations • SBAC Planning • Data and Strategic Plan Review

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

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

New Teacher Professional Development consists of 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 Workshops:** New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot’s College Ready Teaching Framework, and Common Core State Standards. Topics include classroom management, creating a culture of high expectations in the classroom, best practices in lesson planning, etc.
- **Monthly Support and Development Meetings:** First and second year teachers participate in monthly support and development groups at their school site.

Administrator Professional Development

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

- **Coaching:** 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 twice a month to focus on their development and appropriate support of their Assistant Principals.
- **Key Results:** Area Superintendents facilitate a Key Results session at a selected school each month. During this time, the host principal provides a focus question for the session centered on instruction or school culture. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help

principals share ideas with regards to the supervision of instruction and 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 Key Results session in their biweekly coaching sessions to reflect upon their participation in the Key Results visit, lessons learned and applicable next steps for their school site.

- **95/5 Sessions:** Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in their own professional learning hosted by Green Dot’s Education Team. 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the strategic plan developed by the Area Superintendents as they determine the most relevant focus areas based on their coaching sessions. Area Superintendents will follow up with each leader in their biweekly coaching sessions to reflect upon their participation in the 95/5 and applicable next steps for their school site.
- **Principals Retreat:** Two-day retreat for all Principals, Assistant Principals, and Administrators-in-Residence. The retreat allows Principals to reflect, evaluate progress and share promising practices.
- **Administrator-in-Residence Program:** One-year on-the-job training program for new school leaders with an emphasis on instructional leadership, resource management, people management, community leadership and problem-solving.

Sports and Clubs

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

Sports

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

Clubs

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

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

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

Our master schedule is designed to meet the needs of our students. Our curriculum and focus on the California content standards and Common Core standards provide a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated interventions into our daily schedule,

including reading and math support, Read 180, and an Advisory course. Our Advisory course allows students to create a one-on-one relationship with their teacher and also is a conduit for college readiness, leadership development and overall youth development.

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

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

Sample Student School Day

Time	Activity
7:15-7:55	I arrive at school and am greeted by my principal as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 7:50, the bell rings, and our group immediately heads Period 1.
8:00-9:25	Arriving at English class, my English teacher greets me with a “Good morning, Ashley” and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group’s interpretation.
9:30 -10:55	I head with several classmates to Drama class. We are learning about improvisation and practicing it small groups.
10:55-11:25	During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school.
11:30-12:55	Math! It’s definitely my hardest subject this year. I review the math “Do Now” on the whiteboard and begin to tackle the problem. After our class finishes the “Do Now”, we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my Math teacher’s office hours so I can work on this with him.
1:00-2:25	It’s finally time for my favorite class - Science! I’ve been working hard on my 3D solar system model since the whole school will get to see it, including my mom and aunt, at our Parent Night tomorrow.
2:30-3:10	We start Advisory reading silently for twenty minutes. Afterwards, my advisory teacher reviews the agenda for our upcoming field trip to local universities next week. I’m so excited since this will be the first time I have ever visited a college! My last class for the day is Technology. I’m currently creating a PowerPoint presentation on UCLA for my big presentation next week!
3:30-4:30	I walk to the after school program with my brother. After eating a snack and reading a book, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask my math teacher. Around 4:30pm, I head home to enjoy some family time.

Dissemination of Practice

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

ÁCCS intends to have both formal and informal interactions and communications with CUSD and with other schools in order to foster learning and sharing. ÁCCS plans to host regular school visits, share relevant materials and communicate electronically on an ongoing basis.

Because Green Dot has a network of charter schools, CUSD will benefit even further as Green Dot can disseminate best practices not only from ÁCCS but also from Green Dot’s other charter schools.

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

Education Code Section 47605(b)(5)(B)

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

Education Code Section 47605(b)(5)(C)

“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.”

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

ÁCCS is using the same model as Green Dot’s other charter schools, all of which are performing above comparable public schools on key performance metrics. Green Dot expects ÁCCS to perform at similar levels as other Green Dot schools. As described previously, ÁCCS expects to graduate students who will be prepared for high school, college, leadership and life.

ÁCCS students will be:

<p>College-Directed Learners</p> <ul style="list-style-type: none"> • Able to think critically and analytically to understand complex concepts across the curriculum • Prepared for high school curriculum meeting A-G requirements • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways 	<p>Cultural Learners</p> <ul style="list-style-type: none"> • Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
<p>Innovative Leaders</p> <ul style="list-style-type: none"> • Able to model ethical behavior through involvement in school functions, clubs and committees • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process 	<p>Life-Long Learners</p> <ul style="list-style-type: none"> • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

ÁCCS Goals, Actions and Outcomes in and aligned with the Eight State Priorities, Schoolwide and for Student Subgroups

LCFF STATE PRIORITIES						
GOAL #1						
Provide for Basic Services				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<p>Outcome 1:</p> <ul style="list-style-type: none"> All teacher candidates screened for employment will hold valid a CA Teaching Credential with appropriate EL authorization Green Dot Human Resources and Human Capital departments will regularly review credential status Administrators will check teacher credentials before developing the school’s master schedule <p>Outcome 2:</p> <ul style="list-style-type: none"> All ELA and Math “Course at a Glance” materials and curriculum maps will be aligned to CA Common Core State Standards Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development Appropriate allocations will be made for standards-aligned materials in the school budget School will utilize diagnostic and summative/formative assessment data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs <p>Outcome 3:</p> <ul style="list-style-type: none"> Charter School will design its master schedule to meet the needs of all its students Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum <p>Outcome 4:</p> <ul style="list-style-type: none"> Administrators and counselors will assess student needs to inform master schedule School will employ at least 1 teacher credentialed to teach PE <p>Outcome 5:</p> <ul style="list-style-type: none"> Administrators and counselors will assess student needs to inform master schedule School will employ at least 1 teacher credentialed to teach VAPA elective (high school grade levels only) <p>Outcome 6:</p> <ul style="list-style-type: none"> Daily general cleaning by custodial staff will maintain campus cleanliness Regular facility inspections and audits will screen for safety hazards Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching</p> <p>Metric/Method for Measuring: Percent of credentialed teachers</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #2: <i>Students will have access to standards-aligned materials and additional instructional materials as outlined in the school’s charter petition</i>						
Metric/Method for Measuring: <i>Percent of ELA and Math teachers using standards-aligned materials as evidenced by “Course at a Glance” materials, curriculum maps and appropriate textbooks</i>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #3: <i>Students will have access to the educational program as outlined in the school’s charter petition</i>						
Metric/Method for Measuring: <i>100% of middle and high school courses will be reviewed and approved in the Green Dot Course Catalog and Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs</i>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #4: <i>Students will participate in at least one year of Physical Education throughout their high school career</i>						
Metric/Method for Measuring: <i>School will offer at least one Physical Education course offering</i>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	1 or more	1 or more	1 or more	1 or more	1 or more	1 or more
Outcome #5: <i>Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career and be offered one elective courses if they do not require additional ELA or Math interventions</i>						
Metric/Method for Measuring: <i>School will offer at least one visual and performing art (VAPA) elective</i>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	1 or more	1 or more	1 or more	1 or more	1 or more	1 or more
Outcome #6: <i>School facilities are maintained in good repair</i>						
Metric/Method for Measuring: <i>90% in good or exemplar repair (managed by school district)</i>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	90%	90%	90%	90%	90%	90%
GOAL #2						
Proficiency for All				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						

Outcomes 7, 8, 9:

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

Outcomes 10, 11:

- Annual ELPAC results will be tracked²²
- Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction
- Teachers will use SDAIE and ELD instructional strategies
- Teachers will be provided with ELD professional development
- The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports
- The Green Dot Education Team will review progress of ELD students once per year at a program review

Expected Annual Measurable Outcomes

Outcome #7: Increase the percent of students scoring Met or Exceeded Standard on SBAC ELA assessments

Metric/Method for Measuring: Percent of students scoring Met or Exceeded Standard on SBAC

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Benchmark +1%	Benchmark +2%	Benchmark +3%	Benchmark +4%	Benchmark +5%

Outcome #8: Increase the percent of students scoring Met or Exceeded Standard on SBAC Math assessments

Metric/Method for Measuring: Percent of students scoring Met or Exceeded Standard on SBAC

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Benchmark +1%	Benchmark +2%	Benchmark +3%	Benchmark +4%	Benchmark +5%

Outcome #9: School will meet the annual API Growth Target or equivalent

Metric/Method for Measuring: API Growth Target or equivalent

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed

Outcome #10: Increase the percent of EL students who reclassify as Fully English Proficient

Metric/Method for Measuring: Percent of EL students who reclassify as Fully English Proficient

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	Benchmark	Benchmark +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

Outcome #11: Increase the percent of EL students scoring “Early Advanced” and “Advanced” on the ELPAC annual assessment²³

Metric/Method for Measuring: Percent scoring “Early Advanced” or “Advanced”

²² Green Dot is transitioning from the CELDT to the ELPAC in Spring 2018.

²³ Green Dot is transitioning from the CELDT to ELPAC in Spring 2018.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	Benchmark	Benchmark +/-5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

GOAL #3	
Prepared for college, leadership, and life	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

Outcome 12 – high school only:

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

Outcome 13 – high school grades only:

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

Outcomes 14, 15 – high school grades only:

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

Outcome 16:

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

Outcome 17 – high school grades only:

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

Expected Annual Measurable Outcomes

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

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
English Learners	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year

Socioecon. Disadv./Low Income Students	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
Latino Students	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
African American Students	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
Students with Disabilities	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year
Homeless/Foster Youth	Benchmark %	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year	Greater than prior year

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

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

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Socioecon. Disadv./Low Income Students	Benchmark	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Latino Students	Benchmark	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
African American Students	Benchmark %	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Students with Disabilities	Benchmark %	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%
Homeless/Foster Youth	Benchmark %	Prior year +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%

Outcome #14: Increase EAP passage rates – ELA

Metric/Method for Measuring: Percent of students passing EAP

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Benchmark +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%

Expected Annual Measurable Outcomes

Outcome #15: Increase EAP passage rates – Math

Metric/Method for Measuring: Percent of students passing EAP

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Benchmark +1%	Prior year +2%	Prior year +3%	Prior year +4%	Prior year +5%

Outcome #16: School will maintain low cohort dropout rates						
Metric/Method for Measuring: Cohort dropout rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
English Learners	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
African American Students	Benchmark %	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Students with Disabilities	Benchmark %	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Homeless/Foster Youth	Benchmark %	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Outcome #17: Increase graduation rate						
Metric/Method for Measuring: Graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023 ²⁴	2023-2024
All Students (Schoolwide)	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
African American Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Socioecon. Disadv./Low Income Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Latino Students	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year

²⁴ ACCS will not have a graduating class until the 2022-2023 school year. As such 2022-2023 will serve as a benchmark data point.

English Learners	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Students with Disabilities	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year
Homeless/Foster Youth	N/A	N/A	N/A	N/A	Benchmark %	Greater than 85% or previous year

GOAL #4

Focus on school culture	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

- Outcome 18:**
- School will provide a safe, nurturing and engaging learning environment for all students, including those of the various subgroups enrolled
 - Parents/guardians and families will be engaged throughout year
 - School will recognize perfect attendance and students who achieve 95%+ attendance
 - Students not meeting the attendance standard will be entered into the SART process
- Outcome 19:**
- Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student Handbook
 - Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed
 - Student intervention after high truancy or absenteeism
 - Students not meeting the attendance standard will be entered into the SART process
- Outcomes 20, 21:**
- School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc.
 - School will promote positive behavior supports
 - School will implement consistent classroom behavior expectations school-wide
 - Administrators and the Safe & Civil team will regularly review real-time discipline data and reports
 - Families will be involved in the educational process
 - School prohibits suspension for willful defiance
 - Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually

Expected Annual Measurable Outcomes

Outcome #18: School will maintain a high Average Daily Attendance (“ADA”) rate
Metric/Method for Measuring: ADA rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
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All Students (Schoolwide)	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
English Learners	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Socioecon. Disadv./Low Income Students	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Students with Disabilities	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
African American Students	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Latino Students	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more
Homeless/Foster Youth	Benchmark	90% or more	90% or more	90% or more	90% or more	90% or more

Outcome #19: School will decrease student chronic absenteeism rate

Metric/Method for Measuring: Chronic absenteeism rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
English Learners	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Students with Disabilities	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
African American Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Homeless/Foster Youth	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year

Outcome #20: School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less

Metric/Method for Measuring: Suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year

English Learners	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Socioecon. Disadv./Low Income Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Students with Disabilities	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
African American Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Latino Students	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Homeless/Foster Youth	Benchmark	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
Outcome #21: School will maintain a low annual expulsion rate						
Metric/Method for Measuring: Expulsion rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
English Learners	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Socioecon. Disadv./Low Income Students	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Students with Disabilities	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
African American Students	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Latino Students	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Homeless/Foster Youth	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
GOAL #5						
Parent, Student and Community Engagement				Related State Priorities:		
				<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6		
Parent, Student and Community Engagement				Local Priorities:		
				<input type="checkbox"/> <input type="checkbox"/>		

Specific Annual Actions to Achieve Goal						
<p><i>Outcome 22:</i></p> <ul style="list-style-type: none"> Charter School will ask for parent volunteers to serve on the SAC <p><i>Outcome 23:</i></p> <ul style="list-style-type: none"> 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 <p><i>Outcome 24:</i></p> <ul style="list-style-type: none"> 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						
<p>Outcome #22: <i>At least 2 parents will serve on the School Advisory Council (“SAC”)</i> Metric/Method for Measuring: <i>Number of parents on SAC</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	At least 2 parents	At least 2 parents	At least 2 parents	At least 2 parents	At least 2 parents
<p>Outcome #23: <i>At least 2 parent activities or events will be held per semester</i> Metric/Method for Measuring: <i>Number of parent activities</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	At least 2 activities	At least 2 activities	At least 2 activities	At least 2 activities	At least 2 activities
<p>Outcome #24: <i>Students, families and the school community will feel a sense of connectedness</i> Metric/Method for Measuring: <i>School survey, at least 80% of responders would recommend this school to a friend</i></p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Benchmark	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%

Measuring Pupil Outcomes: Student Assessments

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

- Placement exams:** All incoming enrolled students are given placement exams in order to determine proficiency levels in math and reading. Comparable tests are given at the end of the year to measure progress. The ELPAC exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. The ELPAC is administered annually until students are designated English fluent.²⁵

²⁵ Green Dot schools are transitioning to the ELPAC in spring 2018. If for some reason the state requires schools to use the CELDT, ÁCCS 1 will administer the CELDT in lieu of the ELPAC.

- **State-Required Standardized Tests:** All state-required tests are given and analyzed closely. 5th grade scores for incoming 6th grade students are gathered after enrollment so that data can inform instructional practice.
- **Green Dot Common Assessment Program:** Green Dot schools will use assessments (benchmarks) to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice. These assessments may be developed internally or may be developed by nationally-normed assessment providers such as: Glencoe and Carnegie Learning. Assessment vendors are subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.
- **Green Dot Required Assessments:** Students in all grades will be given the Reading Inventory to measure Lexile growth two times per year. The iReady assessment will be given to all students to measure Quantile growth twice per year. These metrics will monitor growth for 9th and 10th grade students in reading and math in absence of a state required assessment.
- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes.
- **Other Assessments:** Students are also measured regularly in non-curricular areas such as class attendance and discipline.

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

Measuring Pupil Outcomes: Summative Assessment Performance Targets

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

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

Measuring Progress Towards Outcomes: Formative Assessment

All students will be held accountable to the Common Core standards and supported to reach the Green Dot objectives for performance. ÁCCS will use assessments aligned to benchmark student progress in core areas including English, Math, Science and History. This program includes pacing guides, exams, data reports and analysis of student scores. Student data will be analyzed by subgroup to monitor the achievement of African American students, English Language Learners, and Special Education students. The school will monitor subgroup data after each assessment and provide appropriate intervention and resources for students as needed. The goals of the program are listed below:

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

Assessment Tools

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

		California Alternate Assessment (summative)	Spring
Science	- Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology	Green Dot Common Assessment	6-8 times per year
		California Science Test (CAST) summative)	Spring
		Teacher Created Tests (formative)	Throughout school year
		California Alternate Assessment (summative)	Spring
Physical Education	Students will demonstrate fitness levels in 6 core areas to assess personal fitness and establish goals for lifetime habits of regular physical activity	Physical Fitness Test	Spring

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

ÁCCS agrees to the following:

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

Green Dot is recommending that, in addition to passing the required number of courses appropriately distributed, graduating students complete a capstone 12th grade project that demands evidence of student learning for their four years of education at ÁCCS, 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

A modified version of this project will be completed at the end of 8th grade as students prepare for the transition to the upper grades.

Sample Senior Capstone Presentation Rubric

Criteria	Advanced	Proficient	Basic
Cover Letter	Cover letter includes: an insightful explanation and reflection of the SLOs, evidence of progress in these areas, and a self-evaluation of readiness for college, leadership, and life.	Cover letter includes: an explanation and reflection of the SLOs, some evidence of progress in these areas, and some self-evaluation of readiness for college, leadership, or life.	Cover Letter may be missing one or more of the following: an explanation and reflection of the SLOs, evidence of progress in these areas, and self-evaluation of readiness for college, leadership, or life.
Work Samples	Student presents 3 work samples that connect to at least one SLO. Student explains strong insights about areas of strength and improvement. Student discusses areas of pride.	Student presents 3 work samples that connect to at least one SLO. Student briefly explains areas of strength and improvement. Student discusses areas of pride. Explanations may be lacking in detail.	Student presents less than 3 work samples that may connect to a SLO. Student may explain areas of strength and improvement.
Presentation	Student shows careful and creative attention to final product. Student presents ALL necessary components of the protocol. Presentation is thoughtful and the presenter speaks loudly and confidently, using eye contact. It is clear that the presenter has prepared thoroughly.	Student shows adequate attention to final product. Student presents almost all necessary components. The presenter speaks loudly and uses some eye contact. The presenter is prepared.	Student shows little or no attention to final product. Student presentation may be missing important elements. Presentation may lack evidence of confidence or preparation.
Question and Answer	Student responds to questions with confidence and detail. Student answers clearly and to all parts of questions. Student refers to evidence and examples when possible.	Student responds to questions with some detail. Student answers all parts of questions. Student may refer to some evidence and examples.	Student has difficulty responding to questions with confidence and detail. Student does not answer clearly to all parts of the question. Student does not refer to examples.

Growth Mindset	Student describes events in which perseverance, delayed gratification, and a growth mindset allowed the student to improve themselves, their abilities, and future plans.	Student describes events in which perseverance was used to overcome challenges.	Student inconsistently describes the role of perseverance and growth mindset in overcoming challenges.
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Data Analysis and Reporting

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

Comparison Schools

ÁCCS will analyze the school’s academic performance by using publicly available data to compare the academic achievement of its students to the academic achievement of comparison District schools, and ensure that ÁCCS is also serving similar demographic characteristics as Compton Unified School District neighborhood schools.

Role of Data to Monitor and Improve the Academic Program

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

ÁCCS will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 6th graders take placement exams (one in reading, and one in math) during the summer. The reading test is the Scholastic Reading Inventory and this test determines a student’s lexile level so that ÁCCS can determine which students are reading at a Basic, Below Basic, or Far Below Basic level. The Green Dot Math Diagnostic test is used to determine Algebra readiness. Students who score Basic, Below Basic, or Far Below Basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who Basic, Below Basic, or Far Below Basic on the math assessments may be placed in a course specially designed to support them in their math classes. Multiple measures are used for student placement that include standardized tests, grades and internal assessment data. These measures provide a guideline for administrators, counselors and teachers to determine placement. Teacher recommendations are considered as a part of the collaborative process for finalizing student schedules when appropriate.

ÁCCS staff will also use data from state assessments, diagnostic assessment (e.g. Read 180, Math Diagnostic) and classroom assessments on a quarterly basis to inform instruction and student placement. ÁCCS will use all of these indicators to monitor student growth and school progress. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including

resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Administrators may provide professional development for the whole school or individual departments on grading practice based on needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

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

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

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

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

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

In addition, ÁCCS will have a performance dashboard developed by Green Dot in order to measure the performance of all stakeholders in the school. The scorecard includes teacher, parent and student surveys, which are part of the matrix shown below. 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	<ul style="list-style-type: none"> • State Tests • Classroom Projects and Grades • Attendance • Retention Rate • Disciplinary Actions 	<ul style="list-style-type: none"> • Compare with similar schools and to all California schools • Identify root causes of performance increases or decreases in each area 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year • Improvement required annually
Teachers	<ul style="list-style-type: none"> • Teacher Performance Evaluations • Student Performance in Individual Classes • Teacher Satisfaction Surveys from Students • Teacher Retention 	<ul style="list-style-type: none"> • Identify strengths & opportunity areas for each teacher • Compare with previous scorecards • Analyze “life cycle of teachers” to identify breakdowns (recruiting, staff development, etc.) 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Parents	<ul style="list-style-type: none"> • Attendance at School Parent Meetings 	<ul style="list-style-type: none"> • Compare with previous years and across Green Dot • Identify internal and external forces affecting performance 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Principal / Admin.	<ul style="list-style-type: none"> • Student Performance • Student Satisfaction • Teacher Performance • Teacher Satisfaction • Fiscal Management • Parent Satisfaction • Area Superintendent Evaluation 	<ul style="list-style-type: none"> • Compare with previous years, across Green Dot & similar schools 	<ul style="list-style-type: none"> • Create plan for improvement in low performing areas • Set targets for next academic year
Green Dot Management	<ul style="list-style-type: none"> • Academic Performance at Individual Schools • Staff Performance and Retention • Organizational Culture • Operations and Fiscal Management 	<ul style="list-style-type: none"> • Compare with previous years and targets set by Board 	<ul style="list-style-type: none"> • 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 will hold the principal of ÁCCS ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the ÁCCS staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at ÁCCS will be based upon constant reflection and improvement.

As California begins implementation of the Every Student Succeeds Act (“ESSA”), ÁCCS will work with its staff to ensure it meets all ESSA requirements, including ensuring that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. ÁCCS will implement all provisions of ESSA that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program and publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. ÁCCS may also implement extended learning for students falling behind who need extra help. ÁCCS will participate in all assessments required by the State of California. Furthermore, ÁCCS will be a WASC accredited school.

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

Grading, Progress Reporting and Promotion/Retention

ÁCCS will be committed to providing a standards-based education for each of its students, and exhausting our resources to provide academic intervention to support achievement at or beyond proficiency for all students.

Grading

ÁCCS is committed to providing a standards-based education for each of its students, and exhausting our resources to provide academic intervention to support achievement at or beyond proficiency for all students. Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course’s syllabus and review the grading policy with the school site principal for approval. As with other Green Dot schools, ÁCCS’s Principal will work with teachers and departments to align grading policies across the school site. Rubrics for individual assignments may vary by teacher, department or school site. Grading weights and/or percentages may be established by school-wide or by individual departments to reflect departmental priorities (e.g. Laboratory experiments, writing assignments, etc.). Each school and course generally adheres to the following standard grading policy:

- 1) Students are given letter grades for assignments
 - A = superior work, the student consistently excels in quality of work
 - B = above average work, the student maintains a good standard of work
 - C = average work, the students does expected work at a moderate level of achievement

- D = below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction.
 - F = student does not meet minimum requirements; no credit is given.
 - The grade of “I” (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an “F”.
- 2) Courses typically assign a percentage of a student’s total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A “typical” class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

Parent Communications

Parent-Student-Teacher Conferences

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

Progress Reports

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

Report Cards

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

Promotion/Graduation and Retention

All students must attend school full time. To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year. Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, History and Writing.

Any student who misses in excess of 15 days in a semester in a class period may not earn credit in that course. Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

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

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

The following criteria will be considered for promotion:

- 1) Attendance
- 2) Course Grades

Graduation Requirements

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

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

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

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

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

Element 4: Governance

Education Code Section 47605(b)(5)(D)

“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.”

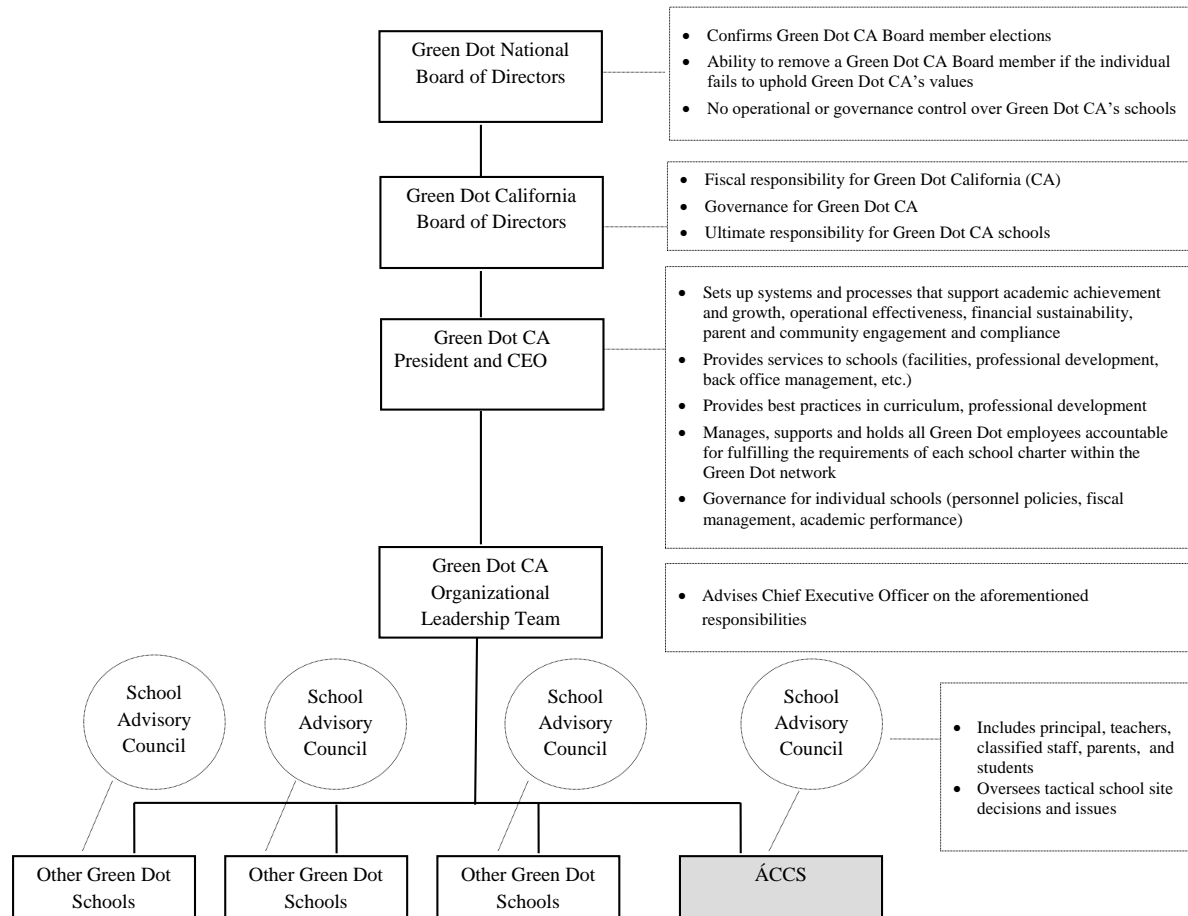
Nonprofit Public Benefit Corporation

ÁCCS will be a directly funded independent charter school governed and operated by Green Dot Public Schools California, a nonprofit public benefit corporation in accordance with Education Code section 47604. Green Dot California is governed by the Green Dot California’s Board of Directors (“Board” or “California Board” or “California Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of ÁCCS will rest with the California Board of Directors.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix 5, please find the Green Dot Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Green Dot Governing Structure



Green Dot California Board Membership

The California Board frequently discusses additions to its membership based on the need to add expertise and/or balance representation of the communities served by ÁCCS and other Green Dot California schools. Once a person is nominated for appointment to the California Board, the California Board undergoes a thorough review process including reviewing the nominee’s professional background, community involvement, and commitment to Green Dot’s mission. The California Board then votes to elect the nominee; if the nominee is elected, the California Board submits its recommendation to Green Dot Public Schools National’s (“Green Dot National”) Board of Directors (“National Board”) for confirmation. California Board members generally start with one-year terms; after that, they are up for reappointment every two years with no limitation on total terms. The National Board can, by majority vote of the quorum needed to transact business, elect to remove a California Board member if it deems that the California Board member fails to uphold the values of the Green Dot organization. The California Board, by a majority vote of the California Board members then in office, may remove a California Board member with the written consent of the National Board. In addition, the California Board, by resolution, may declare vacant the office of a California Board member who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or

judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law.

California Board Authority

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

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

The California Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which schools are established. The California Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the California President and Chief Executive Officer and the Chief Academic Officer any of those duties, as permitted by law and the Board's Bylaws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will: be in writing; specify the appropriate entity or persons (including, but not limited to, Organizational Leadership Team members) designated by the Board; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of California Board members at a meeting compliant with the Brown Act. The National Board has no powers or responsibilities to govern Green Dot California's operations, and the California Board has not delegated any such power or responsibility to the National Board.

Board Meetings

The entire California Board meets at least on a quarterly basis and in accordance with the provisions of the Ralph M. Brown Act ("Brown Act"). All Board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to Board meetings (both on the Green Dot

website and physically in schools' main offices). For all regularly scheduled meetings, an agenda will be posted 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, including but not limited to, parents who reside in the City of Compton, remain informed of matters pertaining to Green Dot and ÁCCS. Board actions are recorded in meeting minutes and copies made available to the public via the Green Dot website. The public may request Board records by calling Green Dot's Home Office at (323) 565-1600 or via email at info@greendot.org.

Quorum and Motion Requirements

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

Board Action (Voting) Requirements

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

Abstention

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

Teleconference Meetings

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

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

Organizational Leadership Team

Green Dot's Organizational Leadership Team ("OLT") serves in an advisory capacity for the President and Chief Executive Officer of Green Dot Public Schools California. The President and Chief Executive Officer is responsible for the majority of the policy setting decisions not in conflict with the duties reserved for, or imposed by law upon, the Board, including but not limited to the following: develop

general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's principal. In addition, the President and Chief Executive Officer, with the support and advisement of the OLT, is responsible for setting up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement, and compliance across the network of schools. The President and Chief Executive Officer and OLT are required to manage, support and hold accountable all Green Dot California employees to fulfill the requirements of each charter petition within the Green Dot California network.

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

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

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

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

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

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

Annette Gonzalez – Chief Academic Officer

Annette Gonzalez serves as the Chief Academic Officer. She was previously the Vice President of Education for Green Dot Public Schools. Working with the Cluster and Curriculum Directors, she is responsible for oversight and support of Green Dot's 19 schools, the development of curriculum and assessments, coaching services for teachers, and the organization-wide transition to the Common Core. Previously, she serves as an Area Superintendent, prior to which she was the principal of Ánimo Inglewood Charter High School, where she was also an Assistant Principal and the founding ninth grade English teacher. Annette began her career as an English language arts and History teacher at Lincoln Middle School in the Santa Monica- Malibu Unified School District. In addition to teaching sixth grade, Annette was Nationally Board Certified in 2001 in Early Adolescent English Language Arts. Annette earned her undergraduate degrees in English and History from the University of California, Riverside, and her Masters degree in Administrative Education from Cal State Northridge University.

Gordon Gibbings – Vice President of Schools

Dr. Gordon Gibbings is the Vice President of Schools. Formerly as an Area Superintendent, he coached the principals of six Green Dot charter schools serving the Los Angeles communities of Venice, South

Central and Boyle Heights. Prior to becoming an Area Superintendent at Green Dot, Gordon served as the Principal of Ánimo South Los Angeles Charter High School (ASLA). During his tenure as principal, ASLA earned a maximum accreditation with the Western Association of Schools and Colleges (WASC) and was awarded by U.S. News and World Report with a prestigious Silver Medal for being a high-performing, college-preparatory high school. During his time as the principal of ASLA, Gordon also served as a Green Dot Mentor Principal for new school principals. Before joining Green Dot Public Schools, Gordon served as an assistant principal and a Testing and Intervention Coordinator for David Starr Jordan High School in Long Beach California. Gordon began his teaching career as a fourth and fifth grade teacher at Florence Bixby Elementary School in Long Beach, California. During his first two years of teaching he was a member of Teach for America. Gordon earned his undergraduate degree from the University of Michigan, his Masters from the University of California at Berkeley, and his Doctorate from the University of Southern California.

Leilani Abulon – Vice President of Curriculum and Programs

Leilani is the Vice President of Curriculum and Programs. Formerly an Area Superintendent, she coached four high schools and two middle schools in the Lennox, Boyle Heights, and South Los Angeles communities. She provides coaching, supervision and professional development to administrators at all six schools. Leilani joined Green Dot in 2002 as a teacher at Ánimo Inglewood Charter High School. She then became the Assistant Principal at Ánimo Inglewood in 2006, and the Principal in 2008. After five outstanding years serving as the leader of an urban charter high school, Leilani was promoted to Area Superintendent in 2013. Leilani earned her Masters of Education from Loyola Marymount University in 2005 and her Bachelor of Arts in Political Science from the University of California, Los Angeles in 2002.

Michael Lopez – Vice President of Operations and Finance

Michael is the Vice President of Operations and Finance at Green Dot Public Schools California. He leads a team that provides financial and budgetary guidance to all Green Dot schools and the Green Dot Home Office. Michael joined Green Dot in 2011 as a Financial Analyst before becoming a Cluster Business Manager in 2013. In this role he worked closely with Green Dot administrators to develop school budgets and was the lead on operational matters. In 2015, Michael was promoted to Director of Finance for Green Dot California. Michael earned his Masters of Public Administration from California State University, Long Beach in 2007 and his Bachelor of Arts in History from the University of Southern California in 2003.

Composition of Green Dot California Board of Directors

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

Kevin Reed

Kevin Reed is the Vice President and General Counsel for the University of Oregon, and was formerly the Vice Chancellor of Legal Affairs at UCLA. A civil rights lawyer by training, prior to UCLA he served as general counsel of the Los Angeles Unified School District (LAUSD), the nation's second largest school

district. Prior to joining LAUSD, Mr. Reed spent nearly eight years in a boutique litigation firm, which followed six years as the managing attorney for the western regional office of the NAACP Legal Defense and Educational Fund, Inc., in Los Angeles. Mr. Reed received his J.D. degree, cum laude, from Harvard Law School and his B.A. with distinction, from the University of Virginia. He is a member of the California, New York and Massachusetts state bars.

Ricardo Barragan

Ricardo Barragan is a Managing Director in Delta 1 Sales at J.P. Morgan. Mr. Barragan joined the Equity Derivatives Group as an equity swaps trader on the Equity Finance desk, and then became Head of Sales for the Equity Finance desk in 2002. Prior to that, Mr. Barragan was responsible for client relationships in Latin America and South Africa for American Depositary Receipts at J.P. Morgan. In 1988, he joined the firm as a management trainee on the Global Credit Risk Management team. Mr. Barragan is currently Co-Chair of the Corporate & Investment Bank Black Leadership Forum at J.P. Morgan. He has Co-Chaired the Sales & Trading Summer Internship Program for 3 years and has also worked with Diversity Recruiting at J.P. Morgan. Mr. Barragan was selected as one of Diversity MBA Magazine's "Top 100 under 50" Executive Leaders. He is also a recipient of the Harlem YMCA's "Black Achievers in Industry" award. Mr. Barragan is a graduate of Wesleyan University (1988) and received his MBA from Columbia Business School (1997).

Claudio Chavez

Claudio Chavez has over 20 years of experience in all aspects of commercial real estate transactions and related investments and is currently a Principal of CWG Capital. Mr. Chavez was formerly Chief Executive Officer of Arch Bay Capital, LLC, an investment and asset management company. Arch Bay managed over \$3.5 billion of distressed residential mortgage and real estate assets resolved over 14,000 assets across the country. Mr. Chavez was responsible for restructuring management of the company and the strategic direction of the company, including investment and disposition strategy and management of operations and asset management functions. Mr. Chavez was in private law practice for over 15 years with a focus representing investors and lenders in commercial real estate transactions involving a broad array of asset classes. Mr. Chavez was a partner in the international law firms of DLA Piper US LLP and Katten Muchin Rosenman, LLP. Mr. Chavez holds a Juris Doctor degree from the University of California at Berkeley, Boalt Hall and a Bachelor of Arts degree from Pitzer College.

Dr. Robert Cherry

Dr. Cherry was named Chief Medical and Quality Officer for the UCLA Health System in January 2014. Reporting to the President of UCLA Health, the Chief Medical and Quality Officer (CMO/CQO) is responsible for system-wide quality improvement efforts. Dr. Cherry develops collaborative approaches to quality and value based care for populations across the continuum of care; coordinates innovative methods in the use of analytics, informatics, and advanced computational techniques that are designed to raise clinical quality, improve patient experience and provide value to our patients. Prior to joining UCLA Health, Dr. Cherry was the Director for Clinical & Operational Effectiveness at Navigant Consulting in Chicago. Dr. Cherry also served as the Chief Medical Officer, Vice President of Clinical Effectiveness, and Professor of Surgery for Loyola University Medical Center. Dr. Cherry received his medical degree from Columbia University in New York and his master's degree in Health Care Management from the Harvard University School of Public Health.

Louis Gomez

Louis Gomez is Department Chair of Education at University of California, Los Angeles's Graduate School of Education & Information Studies. He is also Professor of Urban Schooling and Information Studies, and holds the MacArthur Chair in Digital Media and Learning in the Graduate School of Education and Information Studies at the University of California, Los Angeles. Dr. Gomez is also a

Senior Fellow at the Carnegie Foundation for the Advancement of Teaching. His research interests encompass Improvement Science in Education, the application of computing and networking technology to teaching and learning, applied cognitive science and human-computer interaction. Dr. Gomez holds a bachelor's degree in Psychology from the SUNY-Stony Brook and the doctorate in cognitive psychology from UC Berkeley.

Dr. Jon P. Goodman

Jon Goodman, past President of Town Hall Los Angeles, has occupied several leadership positions in projects designed to strengthen the Los Angeles region, as well as in academia and business outside of California. Under her leadership, Town Hall Los Angeles became the venue of choice for world leaders in business, politics and culture. Prior to Town Hall, as Director of the EC2 Incubator at University of Southern California's Annenberg Center, Goodman built and led the nation's first new media incubator. Before founding EC2, she was the Director of the Entrepreneur Program at USC where she led it to the top-five national rankings. Before relocation to Los Angeles, Goodman served as research professor and founder/Director of the University of Houston/Gulf Coast Small Business Development Center at the Bauer College of Business Administration. She received her PhD in Strategy and Microeconomics from the University of Georgia, and her MBA from the University of Connecticut.

LaTonia Lopez

LaTonia Lopez is the President of the Ánimo Classified Employees Association (ACEA), a partnership with Green Dot classified employees and support staff. LaTonia has worked passionately doing "heart work, that's hard work" in the South Los Angeles private and public sectors of education. While working with disenfranchised populations during the transformation of Alain Leroy Locke through Green Dot Public Schools, LaTonia's collaborative efforts have given voice to the students, parents and employees, especially in her advocacy for students with special needs. She received her undergraduate degree in Education and Leadership from Antioch University, and is currently completing her Master's in Negotiation, Conflict Resolution and Peacebuilding at California State University Dominguez Hills.

Angel Maldonado

Angel Maldonado is the President of the Asociación de Maestros Unidos (AMU), the teacher and counselor union for Green Dot Public Schools California. A graduate from UCLA's Teacher Education Program, Angel served the Watts community of Los Angeles as a Social Science teacher at Alain Leroy Locke College Prep Academy the past 5 years prior to being elected AMU's President. Passionate about Union and social justice issues, Angel is the co-founder and founding vice-president of the UC Irvine Worker Student Alliance which under his tenure, collaborated with AFSCME local 3299 to help organize a campaign where 62 landscaping and 150 janitorial workers were in-sourced, hired as university employees, and unionized. This experience solidified his commitment to fighting for social justice as an activist, organizer, and educator.

Dennis Miller

Dennis Miller has spent the last 25 years operating at the intersection of media and tech. Most recently, he advised Lionsgate on their digital strategy and their investment in TVGN, a fully distributed cable network through its sale to CBS. From 2005 to 2012, Mr. Miller was a General Partner at Spark Capital. Spark Capital has invested in such notable companies as Twitter (TWTR), Oculus Rift (sold to Facebook), Tumblr (sold to Yahoo), OMGPOP (sold to Zynga), Square, 5min(sold to AOL), Next New Networks (sold to Google) CNET (sold to CBS), AdMeld (sold to Google), and AdapTV (sold to AOL). From 2000 to 2005, Mr. Miller was Managing Director for Constellation Ventures, the venture arm of Bear Stearns. From 1998 until 2000, Mr. Miller served as Executive Vice President of Lionsgate Entertainment, and prior to that he was the Executive Vice President of Sony Pictures Entertainment. From 1991 to 1995, Mr. Miller was Executive Vice President of Turner Network Television. Mr. Miller

began his career in the entertainment and tax department of the law firm of Manatt, Phelps, Rothenberg and Tunney.

Ivette Peña

Ivette Peña is Court Counsel/Chief Deputy, Legal Services for the Superior Court of California, County of Los Angeles. In that capacity, she advises the Court on employment, labor and personnel matters involving the Court's 4,500 employees and other legal issues pertaining to the operation of the court. She also manages the Court's attorney workforce. Prior to joining the Court, Ms. Peña worked with a law firm where she represented school districts and community colleges. In 2013, Chief Justice Tani Cantil-Sakauye appointed Ms. Peña to serve as an advisor to the Court Interpreter Advisory Panel. In 2015, she was appointed to serve as a member of the Language Access Plan Implementation Task Force. Ms. Peña received her J.D. from Harvard Law School where she was Assistant Editor of the *International Law Journal*, Research Assistant to Professor Phillip Heyman, and President of La Alianza. She received her undergraduate degrees in Economics and Urban Studies from Brown University.

Peter Scranton

Peter Scranton has been developing early stage venture companies including an entrepreneurial venture partnership in retail marketing and a business service company dedicated to building employee engagement and productivity. Prior to developing venture opportunities, Mr. Scranton worked on client strategy, capital development, community assessment and feasibility and development planning for healthcare and science projects focusing on university and research institutions for Jensen + Partners, a project and construction management firm. Mr. Scranton was a principal in the Atlantic Advisory Group concentrating on strategic alliances, process management and raising capital for high tech and internet companies. Previously, Mr. Scranton developed a company that provided policy analysis via the Web and advised edutainment companies. He earned an M.A.O.M from Antioch University and a Bachelor of Arts from Yale University.

Larry Wasserman

Larry Wasserman is the Chief Financial Officer for Skydance Productions, a role he has held since 2014. As CFO Wasserman is responsible for all of Skydance's financial, accounting, and administrative operations. Additionally, he supports the analysis and execution of new initiatives across the company. Prior to joining Skydance, Wasserman spent 10 years at DreamWorks Studios, six as the company's Chief Financial Officer. Before joining DreamWorks, Larry spent several years in the Business Development and Strategic Planning group at Universal Pictures, where he managed the deal analysis process and evaluated strategic expansion opportunities, such as mergers and acquisitions, joint ventures, and partnerships in both traditional and digital media. Larry began his career at Greenwich Associates, a market research and consulting firm focused on the financial services industry. Wasserman holds an A.B. from Harvard College and an M.B.A from Harvard Business School. He is a native of Brookline, Massachusetts.

School Administration

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

School Advisory Council

The School Advisory Council ("SAC"), which serves a similar purpose to a School Site Council, develops, maintains, reviews, and approves the Charter School's Single School Plan, reviews the school's strategic plan, monitors its implementation throughout the year, and provides numerous opportunities for

students and parents to contribute to the school's operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the Single School Plan. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar.

The SAC meets monthly when school is in session and is led by the principal. All regular and special meetings of the SAC are open to the public. The SAC 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 consists of equal numbers of Charter School students (selected by the Charter School's student body) and Charter School parents, or other community members as selected by the Charter School's parents.

Teachers and other school personnel are nominated or volunteer to serve on the SAC. Elections for the staff and students, as well as appointments or elections for parent membership, are held/made prior to July 1 of each year.

Parent Involvement and Communication

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

Services Provided by Green Dot Public Schools

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

Governance of Schools

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

Recruiting

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

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

ÁCCS 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 ÁCCS 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 on private facilities. Green Dot has developed a facilities model that will allow it to most effectively overcome the difficult challenges related to securing facilities for new schools in Los Angeles.

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

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

Facilities Financing

Financing for purchasing facilities will be managed through the Green Dot Home Office. Green Dot 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.

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 ÁCCS with a plan to assess student achievement and growth.

ÁCCS 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 Superintendent 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 ÁCCS’s principal will be managed out of the Green Dot Home Office. Professional development for teachers will be managed by the Principal, but some materials may be developed in collaboration with the Green Dot Home Office. Additional Home Office 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.

Fundraising

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

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

Budgeting

The Green Dot Home Office will assist ÁCCS in developing the school’s annual budget. The Principal will have the best visibility into where resources are needed most at his/her school and provides critical guidance to Green Dot in the budget creation process. The Principal will include Assistant Principals, department heads, and teachers in the budgeting process. The School Advisory Council is given monthly updates on the budget throughout the year and provides guidance on spending plans. Ultimately, it is the School Advisory Council that votes to recommend the final budget to the Green Dot Board of Directors. During the school year, the Principal will be given flexibility to make certain trade-offs between line items in the School’s budget, but is not allowed to increase the overall size of the budgets without authorization from the Green Dot Home Office. Additionally, any significant purchases (over \$5,000) cannot be made without Green Dot Home Office authorization. Staff at Green Dot responsible for financial administrative

function have the following minimum qualifications: 1) a Bachelor's degree and 2) an advanced degree in the fields of business, accounting or financial management (ex. Master of Business Administration); or 3) a recognized professional certification in the field of accounting or financial management, such as a CPA (certified public accountant) or CFA (chartered financial analyst); or 4) a minimum of 10 years of experience in Accounting or Finance.

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

On a monthly basis, principals will meet with their Business Managers 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 supported by the Green Dot Home Office to ensure that ÁCCS receives competitive prices and great service. This provides ÁCCS 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 ÁCCS a variety of operational supports so administrators and staff can focus on instruction and student learning. These supports include, but are not limited to: (i) designing, and supporting the implementation, operation, and maintenance of, information technology (“IT”) systems at schools, (ii) knowledge management and data management services, (iii) managing the nutrition program, (iv) managing school transportation needs, (v) procuring appropriate insurance coverage, (vi) managing compliance with operational requirements, and (vii) legal counsel on school’s rights and responsibilities under applicable laws.

Back Office Management

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

Daily Service:

- *Payroll:* All payroll and related tasks will be carried out at Green Dot.
- *Accounting:* Green Dot executes all general ledger activities.
- *Purchase Orders:* Purchase orders for the school will be generated by ACMS 8 and/or Green Dot. When created by ACMS 8, Green Dot’s Account Payable will then work with the school operations manager to make sure the purchase order matches the invoice.
- *Federal Programs:* The Home Office helps manage and ensure compliance to all state and federal programs.

Element 5: Employee Qualifications

Education Code Section 47605(b)(5)(E)

“The qualifications to be met by individuals to be employed by the charter school.”

EQUAL EMPLOYMENT OPPORTUNITY

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

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

Job Descriptions

Principal Job Description

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

Assistant Principal Job Description

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

Teacher Job Description

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

committee or group, provide morning or after school supervision, and chaperoning student activities

- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect
- Special projects and duties outside of primary teaching responsibility as assigned

Special Education Teacher

- Provide instruction and services for those pupils whose needs have been identified in an Individualized Education Program (IEP) to receive support in the Special Day Program (SDP) or provides support in all academic, behavior, transition areas and effectively instruct students in a small group setting (i.e. academic success class) and/or the regular education classroom in collaboration with the general education teacher
- Works as part of interdisciplinary team and within content areas plans accommodations/modifications necessary to provide access to students with disabilities to the core curriculum and/or alternative curriculum and behavior support plans
- Co-teach general education classes to increase service delivery for special education students in the general education classroom
- Provides consultation services as follows but not limited to: (1) utilization of evaluation data for the accommodation and modification of instruction and curriculum (2); identification and assessment of behavior patterns in pupils (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members and parents/guardians
- Collaborates with parents, administrators, testing specialists, school psychologist, social workers, and professionals to develop and monitor individual educational plans designed to promote students' educational, physical, and social development
- Provides direct support to student success teams (SST) and 504 teams by developing intervention plans for at-risk-students
- Provides workshops and professional development for staff in special education procedures/guidelines, accommodation/modification techniques and best practices on how to serve students with exceptional needs in the general education setting
- Provide paraprofessionals with training in special education guidelines and implementation of students' IEPs. Monitor paraprofessionals by developing system of accountability to ensure service delivery adhering to special education program requirements
- Meet with other professionals to discuss individual students' needs and progress. Confer with parents or guardians, other teachers, counselors, and administrators in order to resolve students' behavioral and academic problems
- Maintains accurate and complete student records, and prepares IEPs for students on caseload, as required by laws, district policies, and administrative regulations
- Participates as a member of the IEP Team in decisions regarding placement and in the development of an IEP for students with disabilities. Analyzes data when revising IEPs to provide accurate present level of performance
- Coordinates: referrals and assessment procedures, individualized education program team meetings, the implementation of special education services provided to students with exceptional needs, collection of relevant information for those students referred to the individualized education program team, organization and distribution of special education media and materials for resources in regular classrooms

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

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

Counselor Job Description

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

School Operations Manager Job Description

- Manages school operations team; sets both performance and development goals for the Parent Coordinator and Office Assistant; collaborates with the broader Green Dot school operations staff learning community, including other School Operations Managers, to drive operational best practices across the region
- Oversees procurement and purchasing for the school including placing orders, inventorying items received and handling returns/exchanges. Manages cash receipts, deposits, payroll, staff reimbursement forms and substitute teacher tracking; coordinates with Green Dot's Finance & Accounting Team to ensure effective implementation of financial policies; provides assistance to the Principal with budget management
- Manages the student information system and attendance reporting and intervention process; coordinates with Green Dot's Knowledge Management Team with regards to data audits and reporting; ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community
- Oversees the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health
- Manages routine maintenance requests for school in Green Dot's work order system, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Green Dot's Facilities Team to implement school facility projects

- Manages enrollment cycle at the school and admissions and enrollment database with support from Green Dot’s Operations Team, including student recruitment, lottery and waitlist management and parent enrollment orientations
- Manages school safety processes and compliance including administering trainings, coordinating drills and safety audits and liaising with security vendor; partners with Principal and Green Dot’s Security Team to respond to emergencies
- Plans and coordinates logistics for school events and activities as needed, including back to school nights and parent conferences/meetings; coordinates with bus company for regular and field trip transportation
- Ensures compliance requirements are completed on time
- Oversees other tasks or special projects as needed

Parent Coordinator Job Description

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools
- Set parent engagement goals and metrics in collaboration with school administrator and School Operations Manager and meet monthly or quarterly to assess progress
- Plan and communicate at least three engaging programs/activities per semester
- Attend community events to build relationships for the school and recruit community partners to become part of the school’s family engagement program
- Develop and facilitate a parent leadership team, PTO, or parent group to address community-based issues, organize for education reform, etc.
- Organize parent volunteer initiatives
- Work with the Home Office and serve as School Office lead for recruiting new students and executing a recruiting strategy
- Conduct open houses and student tours
- Coordinate daily lunch activities including managing lunch ordering to minimize meal waste, ensuring students are scanned accurately and timely for meal reimbursement, managing lunch servers, and ensuring smooth logistics of physical lunch set-up which meet federal compliance
- Coordinate all annual lunch application activities including the distribution and collection of lunch applications, collecting supporting documents during the verification process, and ensuring lunch 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

Office Assistant 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
- Answer telephone to provide information, take and relay messages and transfer calls
- Assist in making phone calls to parents to communicate important information
- Greet visitors to school, determine nature of business and direct visitors to destination
- Process incoming and outgoing mail and assist in assembling mailers such as report cards, newsletters and attendance letters
- Filing and copying
- Ensure copy machines, printers and scanners are functional and place order for toner, staples and other supplies for zero downtime; contact copier technician for copy breakdown issues

- Assist in managing student traffic flow in the main office (i.e. discipline, medical, emergency situations, etc.)
- Manage tracking of the textbook inventory; checkout and check-in books for students. Assist in managing the uniform loaner room (i.e. inventory, sign-out/sign-in, etc.)
- Maintain student files. Accurately enter attendance data such as tardy slips, excuse notes and attendance from substitute teachers.
- Assist with tracking breakfast and/or lunch meals served
- Assist in troubleshooting facility related issues (i.e. work orders, custodial, etc.)
- Enter enrollment data, update student info and process student data for exits. Request information from previous schools for student records and transcript requests.
- Assist in the collection of information such as emergency cards, immunization, etc.
- Provide translation as needed (i.e. IEP, Administrator meetings, etc.)
- Ensure compliance requirements are completed on time
- Additional duties as assigned.

Campus Aide/Security Guard Job Description

- Provide visibility, patrol, assistance and county emergency contacts for all staff, students, faculty and guests of the school site
- Ensure that school property is secure and locked when appropriate
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority
- Provide safety escorts for student, staff, faculty and guests when requested
- Provide general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas
- Direct campus visitors to the appropriate parties and prevent unlawful loitering
- Provide security for parking areas and supervise restroom and locker areas
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed
- Assist local law enforcement and other emergency response staff as requested
- Complete all documentation and reports as established by school site personnel.
- Conduct home visits (upon requested)
- Assist with minor discipline issues
- Other administrative duties and projects as assigned

Instructional/Special Education Aide Job Description

The Instructional Aide: Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education Plan (IEP) or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Incumbents in this class perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students in a general education classroom.

Credentials, Requirements, and Qualifications of Staff

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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, shall hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

All school staff must pass TB risk assessment or examination and Department of Justice background clearances.

Principal's Experience & Education Qualifications

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

Assistant Principal's Experience & Education Qualifications

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

Teacher's Experience & Education Qualifications

- Bachelor's degree

- California single-subject, preliminary or clear credential.* (*In certain circumstances, applicants who qualify for an emergency provisional license are hired and are required to obtain single-subject credentials or subject-matter authorizations within one year.)
- Specialized Special Education credentials, as appropriate
- Excellent collaborative and organizational skills
- Excellent verbal and written communication skills
- A strong ethical base and self-awareness
- Relentless commitment to and high standards for high quality execution
- Passionate with a high level of personal responsibility towards ambitious goals
- Strong sense of integrity, ethics, and drive to achieve and grow
- Humility, sense of humor and rock-solid commitment to Green Dot’s mission and the communities we serve
- Spanish language fluency a plus

Special Education Teacher’s Experience & Education Qualifications

- A growth mindset and love of learning
- Bachelor’s degree and passage of the CBEST
- California multiple subject* or single-subject intern, preliminary or clear credential (*In certain circumstances, applicants who qualify for an emergency provisional license are hired and are required to obtain single-subject credentials or subject-matter authorizations within one year.)
- California Education Specialist, Level I or II credential in Special Education – Moderate/Severe, at the intern, preliminary or clear level *or* Mild/Moderate, at the intern, preliminary or clear level
- Strong content knowledge, pedagogical understanding, and the capacity to plan and deliver instruction to meet the needs of students
- Relentless commitment to and high standards for high quality execution
- Passionate with a high level of personal responsibility towards ambitious goals
- Excellent collaborative and organizational skills
- Excellent verbal and written communication skills
- A strong ethical base and self-awareness
- Humility, sense of humor, and rock-solid commitment to Green Dot’s mission and the communities we serve.

Counselor’s Experience & Education Qualifications

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

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

School Operations Manager Experience & Education Qualifications

- Bachelor’s degree from an accredited college or university required
- Minimum two years of professional experience; four preferred with at least one year experience managing others or multiple large scale projects
- Demonstrated initiative, leadership and tenacity
- Acute attention to detail coupled with the ability to think and act strategically
- Strong analytical, critical thinking and problem solving skills
- Prior school experience a plus
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- Commitment to the mission of Green Dot Public Schools

Parent Coordinator’s Experience & Education Qualifications

- Commitment to the mission of Green Dot Public Schools
- 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 multi-task and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High School Diploma or equivalent

Office Assistant’s Experience & Education Qualifications

- Commitment to the mission of Green Dot Public Schools
- A minimum of 1 year in an administrative support capacity in an office environment is preferred. Prior experience within a school setting is desired
- 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 multi-task and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High School Diploma or equivalent

Campus Aide/Security Guard’s Experience & Education Qualifications

- Knowledge of Green Dot and school site general policies, procedures and mission statement (acquire within a reasonable amount of time)
- Knowledge of modern investigative and law enforcement procedures
- Knowledge of applicable municipal and state codes as related to school campuses and student conduct
- Knowledge of laws pertaining to juveniles
- Knowledge of controlled substances and their effect upon behavior
- Knowledge of customs and activities indicative of undesirable youth groups
- Knowledge of principles of organization and administration including procedures, systems and equipment
- Knowledge of and competency with MS Office products such as MS Word, Excel and Outlook
- Work effectively in an environment that may require off-hour on-call support depending on the time of year
- Ability to supervise and direct students in a friendly, unemotional manner
- Ability to work cooperatively and effectively with faculty and staff
- Ability to interpret and enforce rules and regulations according to varying situations
- Ability to write complete and concise reports
- Ability to handle a variety of tasks and set priorities among them for timely completion
- Ability to perform well under pressure
- Ability to resolve matters with discretion and diplomacy
- Ability to exercise discretion in the dissemination of information
- A minimum of 2 years of experience in security is required. School security experience is preferred but relevant experience in these other fields of security may be considered: government security, industrial security, military, or law enforcement.
- High school diploma or general education degree (GED)
- School Security Certification as required by SB 1626 and Education Code 38001.5
- A valid Driver's License and clean record
- All candidates must pass drug screening and background checks
- Candidates must be CPR and First-Aid certified

Instructional/Special Education Aide’s Experience & Education Qualifications

- Possess a high school diploma (or equivalent) **AND** one of the following:
 - Completion of at least two years of college (48 units), **OR** Attainment of an AA (or higher) degree **OR**

- Pass a local assessment of knowledge and skills in assisting in instruction (e.g., CBEST)
 - Six months experience working with adolescents/children in a structured environment
 - Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.

Any other combination of training an experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

Process for Staff Selection

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) through Green Dot’s Administrators-in-Residence Program.

The recruiting cycle typically occurs between January and August. The selection process should take an applicant approximately 6.5 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 steps for hiring an assistant principal are the same.

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

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

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

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

- Verify TB and DOJ clearances

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

Staff Measures of Assessment for Performance and General Compensation

	Performance Measures	Salaries and Benefits
Principal	<ul style="list-style-type: none"> • Ability to achieve educational outcomes • Ability to balance the budget • Ability to complete required job duties • All Administrators will be evaluated using the Green Dot Leader Evaluation <ul style="list-style-type: none"> - Domain 1: Instructional Leadership - Domain 2: People Management - Domain 3: Resource Management - Domain 4: School Culture 	<ul style="list-style-type: none"> • \$95,000-\$122,000 • Standard Green Dot benefits, available to all full-time (30 hours/week or more) employees: full medical, dental, vision, life and disability insurance, retirement savings plans
Assistant Principal	<ul style="list-style-type: none"> • Ability to achieve educational outcomes (see “Measurable Pupil Outcomes”) as well as achieve parent/community involvement • Ability to complete required job duties • All Administrators will be evaluated using the Green Dot Leader Evaluation <ul style="list-style-type: none"> - Domain 1: Instructional Leadership - Domain 2: People Management - Domain 3: Resource Management - Domain 4: School Culture 	<ul style="list-style-type: none"> • \$83,000-\$104,000 • Standard Green Dot benefits
Teacher	<p>All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards:</p> <ul style="list-style-type: none"> • Standard 1: Engaging & Supporting Students in Learning • Standard 2: Creating & Maintaining Effective Environments for Student Learning • Standard 3: Understanding and Organizing Subject Matter for Student Learning • Standard 4: Planning Instruction & Designing Learning Experiences for All Students • Standard 5: Assessing Student Learning • Standard 6: Developing as a Professional Educator 	<ul style="list-style-type: none"> • \$49,500-\$90,218 • Standard Green Dot benefits
Special Education Teacher	<p>All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards:</p> <ul style="list-style-type: none"> • Standard 1: Engaging & Supporting Students in Learning • Standard 2: Creating & Maintaining Effective Environments for Student Learning 	<ul style="list-style-type: none"> • \$49,500-\$90,218 • Standard Green Dot benefits

	<ul style="list-style-type: none"> • Standard 3: Understanding and Organizing Subject Matter for Student Learning • Standard 4: Planning Instruction & Designing Learning Experiences for All Students • Standard 5: Assessing Student Learning • Standard 6: Developing as a Professional Educator 	
Counselor	<p>All counselors will be evaluated using a process of self-reflection and appraisal of performance based on the National Association for College Admission Counseling competencies. These competencies include:</p> <ul style="list-style-type: none"> • Competency 1: The Possession and Demonstration of Exemplary Counseling and Communication Skills • Competency 2: The Ability to Understand and Promote Student Development and Achievement • Competency 3: The Ability to Facilitate Transitions and Counsel Students Toward the Realization of their Full Educational Potential • Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families • Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities • Competency 6: The Ability to Develop, Collect, Analyze and Interpret Data • Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students • Competency 8: The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program 	<ul style="list-style-type: none"> • \$49,500-\$90,218 • Standard Green Dot benefits
School Operations Manager	<p>Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.</p> <ul style="list-style-type: none"> • Ability to complete required job duties • All School Operations Managers will be evaluated using the Green Dot School Operations Manager & Classified Employee Evaluation <ul style="list-style-type: none"> - Domain 1: Planning - Domain 2: Execution - Domain 3: Collaboration & Communication - Domain 4: Professional Development 	<ul style="list-style-type: none"> • Starting at \$50,000 - \$60,000 • Standard Green Dot benefits
Parent Coordinator	<ul style="list-style-type: none"> • Ability to complete required job duties • All classified employees will be evaluated using the Green Dot School Operations Manager & Classified Employee Evaluation <ul style="list-style-type: none"> - Domain 1: Planning - Domain 2: Execution - Domain 3: Collaboration & Communication - Domain 4: Professional Development 	<ul style="list-style-type: none"> • Starting at \$15/hour • Standard Green Dot benefits
Office Assistant	<ul style="list-style-type: none"> • Ability to complete required job duties 	<ul style="list-style-type: none"> • Starting at \$15/hour • Standard Green Dot benefits

	<ul style="list-style-type: none"> • All classified employees will be evaluated using the Green Dot School Operations Manager & Classified Employee Evaluation <ul style="list-style-type: none"> - Domain 1: Planning - Domain 2: Execution - Domain 3: Collaboration & Communication - Domain 4: Professional 	
Campus Aide/Security Guard	<ul style="list-style-type: none"> • Ability to complete required job duties • All classified employees will be evaluated using the Green Dot School Operations Manager & Classified Employee Evaluation <ul style="list-style-type: none"> - Domain 1: Planning - Domain 2: Execution - Domain 3: Collaboration & Communication - Domain 4: Professional 	<ul style="list-style-type: none"> • Starting at \$15/hour • Standard Green Dot benefits
Instructional/Special Education Aide	<ul style="list-style-type: none"> • Ability to complete required job duties • All classified employees will be evaluated using the Green Dot School Operations Manager & Classified Employee Evaluation <ul style="list-style-type: none"> - Domain 1: Planning - Domain 2: Execution - Domain 3: Collaboration & Communication - Domain 4: Professional 	<ul style="list-style-type: none"> • Starting at \$15/hour • Standard Green Dot benefits

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

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

Exclusive Public School Employer

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.

Copies of the contracts between Green Dot and the Asociación de Maestros Unidos/CTA/NEA, the union representing Green Dot’s certificated employees, and Ánimo Classified Employees Association/CTA/NEA, the union representing Green Dot’s classified employees, are attached.

Employee Compensation, Work Year and Hours of Employment

Certificated employees at ÁCCS will be paid according to the Green Dot Teacher and Counselor Salary Scale that has been agreed upon between Green Dot and AMU. A detailed breakout of the Salary Scale for certificated employees as well as the process used to develop the salary scale can be found in the AMU Collective Bargaining Agreement. Further, compensation (salary and health benefits) is discussed explicitly in Articles XXIX and XXVII of the Agreement. Additionally, a break out of the agreed upon number of work days annually and a description of the professional workday are delineated in the AMU Agreement as well (Article VI).

Salaries for classified employees have been developed by analyzing the average salaries in comparable school districts for classified employees. Green Dot’s classified salaries typically fall in the middle of the comparable range. The work year for classified employees is defined by the ACEA Agreement referenced above.

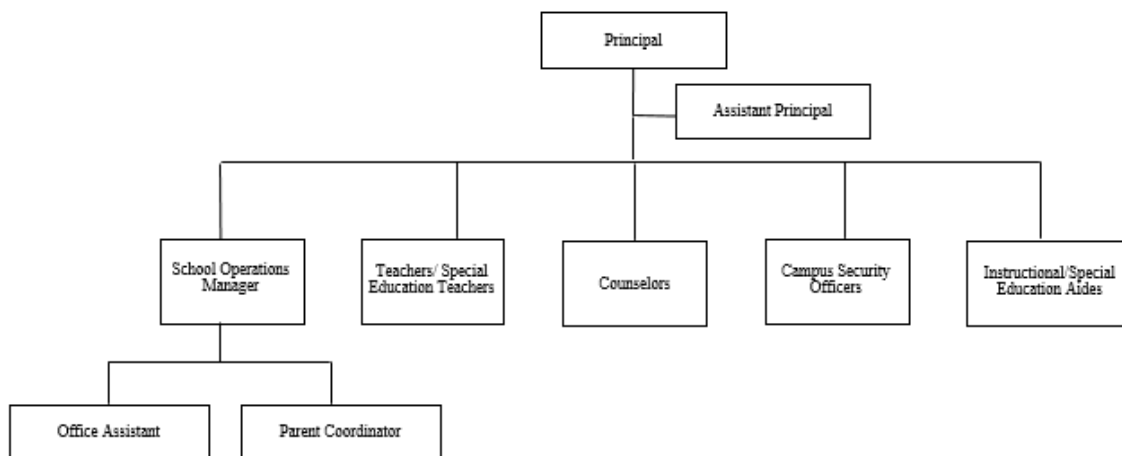
Dispute Resolution Process

The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreements.

Organizational Chart

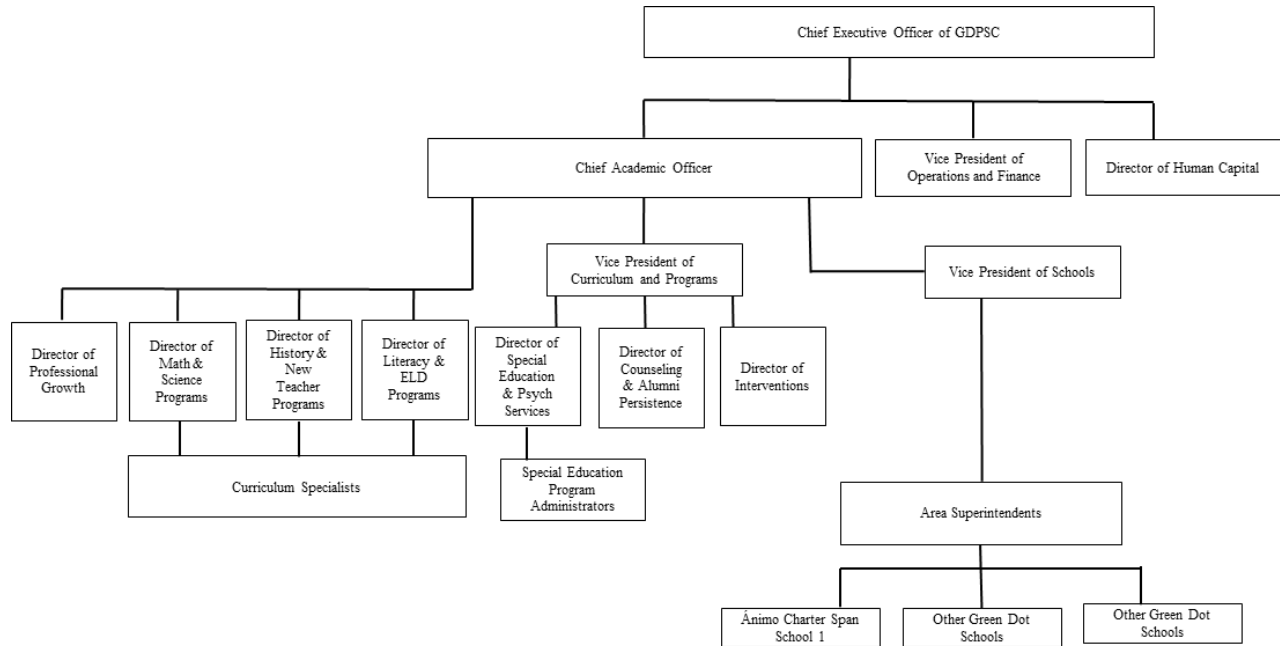
The tables below summarize the school site structure as well as the key resources provided to the school by the Green Dot California Education Team.

School Site Structure



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

Green Dot California Education Management Team



Note: Directors and Special Education Program Administrators manage direct reports in the form of curriculum specialists, ELD coordinators, counselor specialists, and school psychologists that directly serve the school spending a significant portion of their time in direct support of schools.

Element 6: Health and Safety Procedures

Education Code Section 47605(b)(5)(F)

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.”

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

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, 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 Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of

vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

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

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

The Charter School will also have a system in place to ensure all employees are re-examined for TB clearance at least once each four years as required by Education Code 49406(b). At least 60 days before an employee's TB clearance is set to expire, Human Resources will send an email notification directly to the employee and his or her manager. Reminders will be sent out regularly until the employee has submitted an updated TB clearance. Employees without updated TB clearances will not be allowed to have frequent or prolonged contact with students until they have submitted updated TB clearances to Human Resources.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Student enrollment in a Green Dot school shall not be granted unless documentary proof of the student's immunization status is presented at the time of enrollment, and the student has been fully immunized against all of the diseases listed in California Health and Safety Code section 120335 within the time periods designated by the State of California. Students who do not present such documentary proof or are not fully immunized within the appropriate time periods are not allowed a grace period.

Exemptions

Prior to January 1, 2016, California law permitted parents/guardians to elect an exemption from certain immunization requirements based upon personal beliefs.

As of January 1, 2016, California law does not allow parents/guardians to elect any such exemption. (Cal. Health and Saf. Code, § 120375.) However, a parent/guardian may elect an exemption if his/her child has, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization. If a parent/guardian elects such a permissible exemption, the child shall be allowed enrollment until the pupil enrolls in the next grade span (e.g., grades 7 to 12, inclusive).

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

SAFE PLACE TO LEARN ACT

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

Security

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

Student Health

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

All Green Dot schools participate in one or more of the federally reimbursable school nutrition programs in order to provide healthy, nutritious meals to students during and after the school day, which include the School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and Child and Adult Food Care Program (Supper). All meals served meet or exceed the federal regulations and guidance

stemming from the Healthy and Hunger-Free Kids Act of 2010. Student health and wellness is also promoted through Physical Education classes and athletics programs, nutrition education, and involvement of parents, students, school administrators, school food service representatives, and the community through School Advisory Council meetings.

Element 7: Means to Achieve Racial and Ethnic Balance

Education Code Section 47605(b)(5)(G)

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

Every effort will be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Compton Unified School District. We expect to hold several informational meetings during the winter and spring of each school year, where we will share information about ÁCCS 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.

While open to all students, ÁCCS will seek to serve the students who reside within the District boundaries. It is our goal to improve the educational opportunities for economically disadvantaged students. ÁCCS aims to serve the most impacted populations in the neighborhood and plans to do as well as or better than nearby community schools in conducting outreach for potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas. Every effort will be made to reach out to all fifth grade students in the District during recruitment as well as all segments of the community that are reflective of Compton Unified School District. The community-based recruiting effort will start in the Fall and may include:

- ;
- Mailings – ÁCCS intends to send out flyers to area families informing them of the option to apply and important dates, for example the lottery form deadline or open house meetings;
- Attendance Area Mailings – ÁCCS will send flyers to families of students who would otherwise attend Bunche Middle, Davis Middle or Walton Middle School for middle school and Centennial High, Compton High or Dominguez High for high school to ensure that all students in the area have an opportunity to attend a Green Dot school;
- Open house meetings – ÁCCS will host one to three open houses throughout the recruiting period to inform parents about the school;
- Community partnerships – ÁCCS will work with a diverse group of community leaders within the Compton community to “get the word out” about the school. Examples of outreach include: community leader breakfasts, attendance at community partner events, and sharing of school flyers and lottery forms;
- Community walks – ÁCCS may go door to door, talk to families, and hand out information about the school. Community walks for ACCS 1 will focus on areas within Compton and give opportunities to reach economically disadvantaged students who may not be able to attend open house meetings or have permanent housing to receive information; and
- Direct advertising – ÁCCS may advertise in local media, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language ÁCCS deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at ÁCHS reflective of the surrounding community and the Compton Unified School District.

According to the California Department of Education, Compton Unified School District’s ethnic and racial demographics for the 2016-17 school year were as follows:

Ethnicity	Percent
African American	18.6%
American Indian or Alaska Native	0.2%
Asian	0.1%
Filipino	0.1%
Hispanic or Latino	79.0%
Pacific Islander	0.5%
White	0.5%
Two or More Races	0.3%
Not Reported	0.3%
Total	100.0%

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school using the PowerSchool software program to track demographic information on each individual student. As outlined in the recruitment process, above the Charter School will work to recruit all members of the community in their efforts to achieve ethnic and racial balance. If the ethnic and racial breakdown of the school is not reflective of Compton Unified School District, ÁCCS will modify its recruitment practices to achieve ethnic and racial balance at an increment of 2% per year.

Element 8: Admissions Requirements

Education Code Section 47605(b)(5)(H)

“Admission requirements, if applicable.”

Admissions Requirements

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

ÁCCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. ÁCCS 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.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Student Recruitment

ÁCCS is committed to serving all students, including low-income, economically disadvantaged students, educationally disadvantaged students and students with disabilities. As with other Green Dot schools, ÁCCS tailors its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic Balance, are reflective of this mission. Specific activities that will be employed by ÁCCS:

- The use of English and Spanish collateral and materials;
- Extensive grassroots marketing; and
- Simple, easy-to-use and easy-to-understand forms and brochures.

Lottery Preferences and Procedures

Charter School will implement the following admissions process, including an open enrollment period, lottery if necessary and official enrollment process. Existing students will be exempt from the public random drawing (lottery).

Per Education Code section 47605(d)(2)(B), preference shall be given to:

- Students who reside within Compton Unified boundaries
- Students with siblings admitted to or attending the Charter School
- Children of Green Dot regular employees (not to exceed 10% of total enrollment)
- All other students who do not reside within Compton Unified boundaries

Interest Period

Each party interested in enrolling at ÁCCS will be asked to complete a lottery form requesting contact information during the interest period (open enrollment period), which begins the second Monday of

October and ends no later than the first week of December. A copy of all lottery forms will be maintained. Lottery forms request minimal student information and parent contact information and are made available both in paper form and online. The dates of the open enrollment period will be made public on Green Dot's website prior to the opening of the open enrollment period. If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing will determine enrollment. The lottery will be held each year no earlier than the second week of December and no later than the third week of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as timeline, will also be made available to all interested parties in hard copy at the school's main office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

Lottery Procedures

At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

A representative from Green Dot's Home Office will be charged with conducting the computer-automated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in tier 1 will be selected first, tier 2 second and so on until all applicants have received a lottery number. After the computer randomization is complete, the acceptance and waitlist results will be projected on the screen in the front of the room one at a time for each applicant. Applicants will be admitted to the school in the order they are drawn, up to the grade-level capacity. The school reserves the right to select more than the applicable grade-level capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity). Should the Principal elect to enroll more students than the grade-level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable. Annual training of lottery procedures and use of the online database is provided for appropriate school staff to ensure the fair execution of lottery and waitlist procedures.

Post Lottery Procedures

All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. Families from the acceptance list will also be notified via telephone. Upon receipt of the offer, parents/guardians will have 10 calendar days to either accept or decline the seat. Those who accept the seat will be given enrollment forms that are required to be filled out as the next step in the enrollment

process. Deadlines for completing these required forms will be communicated. If the required forms are not received by the deadline, enrollment will be offered to the next family on the waiting list.

Waitlist Management Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first served basis. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone and/or in writing via a letter sent to the address indicated on the lottery form. Families contacted from the waitlist will have 10 calendar days to accept the seat at the school. The timeline will be reasonable and take into account the needs of the school community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within ten calendar days, the applicant will be removed from the waitlist, and the next applicant's parents/guardians will be contacted.

The waiting list expires annually on the last day of the open enrollment period for the upcoming school year, which occurs no later than the first week of December. Students enrolled the previous year who did not withdraw from the school will be guaranteed a seat the following year. The above process will be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9: Annual Financial Audits

Education Code Section 47605(b)(5)(I)

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

Green Dot’s management shall annually oversee the selection of reputable independent auditor and the completion of an annual audit of ÁCCS’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 California Board of Directors. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, California Code of Regulations and Audit Guide. This audit will verify the accuracy of Green Dot’s and ÁCCS’s financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. All Audit services are handled centrally by the Green Dot Finance and Accounting department, as part of the services covered by the Service Fee. The schools are not responsible for managing the Audit or its dissemination.

Green Dot currently uses Vavrinek, Trine, Day and Company, LLP as its independent auditor. It is a firm of Certified Public Accountants licensed in the State of California. It began operations in 1948 and since that time has conducted audits of K-12 Local Education Agencies and has had charter school clients since the passing of CA charter school legislation in 1992. As a result of this past experience, Vavrinek, Trine, Day and Company, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools the State Controller, and to the CDE by the 15th of December of each year. All financial statements will be submitted to the District by December 15th following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management and the Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot’s full Board as to how these have been, or will be, resolved.

If the school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures for the entire Green Dot network were required, it would be brought up to senior management, the Budget Committee of the Board and if material the Board of Directors for approval. In addition, ÁCCS will act upon these recommendations, and report its actions to the District. (47605 (b)(5)(I)).

Consistent with EC Section 41020(h), not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the District superintendent of schools of the district in which the local educational agency is located, the department, and the Controller. The Superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports. In addition, per AB 1994, ÁCCS will provide an annual financial report to the District in a format developed by the Superintendent of Public Instruction. ÁCCS will submit its annual

audit to the State Controller, COE, CDE and the District. 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. (Education Code Section 47605(g).) Green Dot provides the following services, plans and systems to its schools and will provide similar services to ÁCCS:

- Budget preparation
- Application for revolving loan
- Set-up of fiscal control policies and procedures
- Set-up and assistance for administration of human resources – including payroll
- Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- Attendance accounting and reporting controls
- Accounting services – including establishing chart of accounts (SACS) and financial statement preparation
- Set-up of banking relationships
- Preparation for annual audit

Balance 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.

Responding to Inquiries

In accordance with Education Code Section 47604.3, the Charter School shall promptly respond to all inquiries within a reasonable timeframe, including but not limited to, inquiries regarding its financial records, from the District, LACOE, or from the Superintendent of Public Instruction and shall consult with the District, LACOE or Superintendent of Public Instruction regarding any inquiries.

Oversight Costs

The District may charge ÁCCS for supervisory oversight of ÁCCS, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%.

Element 10: Suspension and Expulsion Procedures

Education Code Section 47605(b)(5)(J)

“The procedures by which pupils can be suspended or expelled.”

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 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.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For suspensions of ten consecutive days or more, the Charter School shall provide:

- i. timely, written notice of the charges against the student and an explanation of the student’s basic rights; and
- ii. a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Progressive Student Discipline Policy

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual. The discipline policy of ÁCCS will be reviewed with students and parents upon admission to ÁCCS and the signing of the Student Policy Manual. Parents and students who fail to sign the Student Policy Manual does not relieve any obligation to adhere to Green Dot’s student discipline plan, but by signing the Student Policy Manual, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline including, but not limited to, warnings, school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

ÁCCS’s student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school’s pupils and their parents/guardians. Green Dot and ÁCCS administrators have reviewed the suspension and expulsion portion of the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. These procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The school’s discipline plan follows the District’s Discipline Foundation Policy, as required by the Modified Consent Decree. The school follows the STOIC model from Safe and Civil schools as foundation for addressing student behavior which includes providing students with Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently. This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. The school implements school-wide behavior supports and alternatives to out-of-school suspension. Examples include: merit card program, teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service.

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

Progression of Disciplinary Procedures

Teacher Detention

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and teachers and students work together to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the school year during weekly Professional development. Professional development will include data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to the teachers as a Teacher Detention include: warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignment or reflections, and discipline referral to the Principal.

As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others, cheating). Minor inappropriate conflicts with others may be determined at the teacher’s discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the “Grounds for Suspension of Expulsion” section included below.

Administrative Detention

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that

appropriately corresponds to the student’s misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention.

Once a student is issued an Administrative Detention, the student’s parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are held multiple days per week to allow students to serve their detention on a day that is convenient for the family. Green Dot will use a progressive discipline system as defined in ÁCCS’s Student Policy Manual to intervene in student behavior.

Grounds for Suspension and Expulsion

Suspension

Suspension is intended to remove the student from his/her peers and the class environment and may protect the student body as a whole from dangerous and disruptive behavior.

A student serving an in-school suspension reports to school at the regular time in compliance with ÁCCS’s school uniform requirements. Each teacher will give the student written assignments that he/she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room.

Whether suspension occurs in or out of school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Green Dot’s Discipline Review Panel (“DRP”).

For students on suspension pending an expulsion hearing, the Charter School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School’s main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student’s home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in ÁCCS’s main office under appropriate supervision as needed.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

If the conference occurs, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her. The student shall be given the opportunity to present his/her version and evidence in his/her defense. This conference shall be held within two school days of the date that the Charter School received knowledge of the suspendable offense, unless the pupil’s parent or legal

guardian waives this right, 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 pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to the administrator the next school day. There will be no penalty to the student should the parent fail to respond to this request.

Matrix for Suspension/Expulsion Recommendations

<p>Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)</p>	<p>Category II* Student Offenses with Limited Principal Discretion</p>	<p>Category III* Student Offenses with Broad Principal Discretion</p>
<p>Principal shall immediately suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus</u>.</p> <p>1. Possessing, selling, or furnishing a firearm.</p>	<p>Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus unless</u> the principal determines that the expulsion is inappropriate.</p> <p>1. Causing serious physical injury to another person, except in self-defense.</p>	<p>Principal may suspend and recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity</u>.</p> <p>1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” the injury is serious.</p> <p>2. First offense of possession of marijuana of not more than one ounce, or alcohol.</p> <p>3. Sold, furnished, or offered a substitute substance represented as a controlled substance.</p>
<p>2. Brandishing a knife at another person.</p>	<p>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.</p>	<p>4. Caused or attempted to cause damage to school or private property.</p> <p>5. Stole or attempted to steal school or private property.</p> <p>6. Possessed or used tobacco.</p> <p>7. Committed an obscene act or engaged in habitual profanity or vulgarity.</p>

<p>3. Unlawfully selling a controlled substance.</p>	<p>3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)</p>	<p>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Knowingly received stolen school or private property. 10. Possessed an imitation firearm. 11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</p>
<p>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).</p>	<p>4. Robbery or extortion.</p>	<p>12. Engaged in sexual harassment. 13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 14. Made terrorist threats against school officials or school property, or both. 15. Willfully used force or violence upon the person of another, except in self-defense.</p>
<p>5. Possession of an explosive</p>	<p>5. Assault or battery upon any school employee.</p>	<p>16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 18. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. 19. 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. 20. Aided or abetted the infliction of physical injury to another person (suspension only). 21. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing. 22. Intentionally "hacked" or broken into a School or School affiliated technology system.</p>

For discretionary offenses, additional findings include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2), due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or other.

Student Discipline Review Board

Each school year, the Charter School will create a standing committee of at least five members for its Discipline Review Board (“DRB”), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRB is comprised of at least 1 administrator (Principal/Assistant Principal), and at least 3 teachers, and may also include a classified employee, counselor, or dean. The DRB will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes the DRB when needed. All other members of the DRB participate in this conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and make a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code (Categories I and II as identified in matrix above) or has broken the terms of his/her particular individualized contract. The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. The DRB may recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and expulsion. The Principal considers the DRB's recommendation and makes the final disciplinary decision or expulsion recommendation. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

While five (5) school days is the maximum initial suspension allowed; following the conference, suspension may be extended pending the results of the DRB conference and the recommendation of the Principal, as the student does not return to campus while they are pending the expulsion hearing.

Involuntary Removal – General Provisions

No student shall be involuntarily removed (i.e., disenrolled, dismissed, transferred, or terminated) 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 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 him or her of the right to initiate the DRP hearing procedures specified in this Element 10 before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the specified DRP hearing procedures, the student shall remain enrolled and shall not be removed until the DRP issues a final decision.

Expulsion

A student may be expelled from ÁCCS for any of the violations listed above in the section titled: "Matrix for Suspension/Expulsion Recommendation," upon recommendation from the Principal pursuant to the DRB conference and after a DRP hearing.

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code., including providing or selling narcotics of any kind (immediate expulsion) and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity.

Authority to Expel

A student may be expelled by the Discipline Review Panel (“DRP”) following a hearing before it. The DRP will consist of at least the following members and no more than five staff members:

- Area Superintendent, Vice President of Schools or designee
- Two administrators from a campus not bringing forth the case
- Two teachers/counselors from a campus not bringing forth the case

At the beginning of the academic school year, a schedule is composed for all administrators to be “on call” for a particular month should their presence be needed at a DRP hearing.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

The DRP hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice will be mailed to the pupil and guardian by the Principal or designee within a 7-day of the Discipline Review Board conference and will include student identification information, a description of the offense, applicable expulsion provision, student rights for due process, a description of the expulsion proceedings, the right to request representation, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the hearing, and the right to request postponement. Upon mailing the written notice, the Principal or designee’s responsibility, it shall be deemed served upon the pupil.

A record of the hearing shall be made and will be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Within ten (10) school days after this hearing, the DRP facilitator (an Area Superintendent, Vice President of Schools, Vice President of Curriculum and Programs, Area Superintendent,) will provide the pupil/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal’s or designee’s recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Green Dot will assist parents in finding a new placement for an expelled student by advising parents to call the local district Student Discipline

Proceedings Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Pupils who are expelled from Green Dot shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Green Dot for readmission. Upon request from a pupil’s parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has successfully completed the rehabilitation plan. The pupil’s readmission is also contingent upon the capacity of the school at the time of the pupil seeks readmission.

Appeal Rights

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian must submit a written appeal to the Chief Academic Officer outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP’s issuance of its Findings of Facts.

If requested, an expulsion appeal meeting will be held with the Chief Academic Officer and the student/parent/guardian. The Chief Academic Officer will review the supporting documentation attached to the written appeal, and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Academic Officer. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Discipline Appeal Committee (“DAC”) will hold a closed session meeting to hear the appeal. The DAC is a Board Committee whose membership consists entirely of Board members. The DAC’s duly authorized jurisdiction includes student expulsion hearings. The DAC will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Academic Officer and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board’s review shall be limited to:

1. Whether the DRP acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Post-Board Appeal Process

With the Finding of Facts, students/parents/guardians/authorized representatives are provided with support to find alternative placement. Green Dot provides parents/guardians with District contact information for support to find an alternative placement, and Green Dot acts a liaison to the District Suspension and Expulsion Unit as needed. ÁCCS shall maintain records of all student suspensions and expulsions for a length of time in accordance with Title 5 of the California Code of Regulations Section 430 et seq., as

amended, or other applicable California law. Such records shall be made available to the authorizer upon request.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement for not more than 45 school days, pending the completion of the expulsion process, to be coordinated with Green Dot's Home Office Education Team's Special Education Department.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An appropriate team will meet to conduct a manifestation determination when a disciplinary recommendation would constitute a change in placement (e.g., out-of-school suspension of greater than ten school days, expulsion), within the timelines as required by law, and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a manifestation 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 504?

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's Discipline Review Panel 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 shall 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 Discipline Review Panel 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.

Additional information about the student discipline policy at Green Dot schools can be found in the ÁCCS Parent-Student Handbook and the Green Dot Student Policy Manual which are available upon request.

Element 11: Employee Retirement Systems

Education Code Section 47605(b)(5)(K)

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

ÁCCS 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, unless any lawful alternative retirement system is implemented or negotiated with any respective bargaining unit, if required. 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 unless any lawful alternative retirement system is implemented or negotiated with any respective bargaining unit, if required.

Payroll services for all of Green Dot's current employees are processed by Green Dot's Finance & Accounting Department. Green Dot, at the directive of LACOE, translates payroll data into the approved LACOE data format. Green Dot shall submit retirement contributions to LACOE in a timely manner. Green Dot ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE. Green Dot Human Resource staff ensure that staff are properly enrolled in STRS/PERS and Green Dot payroll staff ensure the creditable/reportable compensation is properly reported to CalSTRS and CalPERS. Green Dot accounting staff ensure that employer and employee contributions are remitted to STRS/PERS.

Element 12: Public School Attendance Alternatives

Education Code Section 47605(b)(5)(L)

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

ÁCCS is a school of choice; no student is required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on writing that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the charter school except to the extent that such a right is extended by the local educational agency.

Element 13: Employee Return Rights

Education Code Section 47605(b)(5)(M)

“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.”

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.

ÁCCS employees are employees of Green Dot. In the event ÁCCS or Green Dot ceases to operate or in the event ÁCCS employees seek employment in the District or county, they are considered free to do so unless otherwise stipulated.

Element 14: Dispute Resolution

Education Code Section 47605(b)(5)(N)

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

Disputes between ÁCCS and the District:

In the event that any dispute arises between the charter school and the District, both parties agree to use the following procedure, except for any dispute that is any way related to revocation of the charter petition. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO, or their designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO, or their designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

At any time that the District believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process. The District Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

1. committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
2. failed to meet or pursue any of the pupil outcomes identified in the charter;
3. failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;
4. violated any provision of law; or
5. illegally or substantially engaged in the improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a District or county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that District and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county office of education shall not incur any liability beyond the cost of the investigation.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at

the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

Education Code Section 47605(b)(5)(O)

“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.”

Closure of the Charter School will be documented by official action of the Green Dot California Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The CEO shall be responsible for closure-related activities, unless the Board designates another individual for this role.

The Charter School will promptly notify parents and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

Submittal of Documents, Reports, and Information

- ÁCCS shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.
- On or before July 15 of each year, ÁCCS shall submit to the District an approved school calendar establishing that ÁCCS is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.
- Pursuant to Education Code 47605(d)(3), if a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, ÁCCS shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

Inspections

ÁCCS agrees to permit the District to inspect and receive copies of all records relating to the operation of ÁCCS, including financial, personnel, attendance accounting, and pupil records to the extent permitted by law. ÁCCS shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. ÁCCS shall be subject to the California Public Records Act.

Governing Law and Construction

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

Debts and Obligations

- ÁCCS and Green Dot shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.
- ÁCCS and Green Dot shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Board of Education as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be ÁCCS and Green Dot's sole responsibility.

Independent Entity

ÁCCS and Green Dot and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. The District and ÁCCS/Green Dot shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of ÁCCS and/or Green Dot.

Insurance Requirements

ÁCCS shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved the District's risk manager and as specified below. ÁCCS's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end ÁCCS's right to operate as a charter school pursuant to this Charter or cause ÁCCS to cease operations until ÁCCS has fully complied with the Closure Protocol set forth in this Charter.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of ÁCCS, throughout the life of the Charter, ÁCCS shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than “A or A-VII” by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: “bodily injury”, “property damage”, “advertising injury”, and “personal injury”, including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER’S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of ÁCCS. If any Compton Unified School District property is leased, rented or borrowed, it shall also be insured by ÁCCS in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$3,000,000 per “claim” with an aggregate policy limit of \$3,000,000.

Additional Insured: The District will be included as additional insured on ÁCCS’s insurance policies. Self-insurance reserves, if any, shall be maintained above and beyond ÁCCS’s normal reserve level.

Endorsements: ÁCCS shall furnish the District Superintendent with a copy of the general liability, automobile liability, directors and officer’s liability, workers’ compensation and employer’s liability, and loss payee endorsements. The endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf and shall specifically reference this Charter. The District Superintendent reserves the right to require complete, certified copies of all required insurance policies at any time.

Reporting Requirement: ÁCCS will notify the District within ten working days of any claim filed against the Charter School.

Bonding: Appropriate ÁCCS employees shall be bonded to protect ÁCCS.

ÁCCS shall promptly respond to all inquiries from the District regarding any claims against ÁCCS and/or any obligation of ÁCCS under the foregoing provisions of this Charter.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, ÁCCS agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the District, the District Board of

Education, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of ÁCCS, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of ÁCCS in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of ÁCCS or of any other facility, program, or activity. The obligations of ÁCCS to defend the District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate ÁCCS to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee’s sole negligence, from an Indemnitee’s active negligence, or from an Indemnitee’s willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of ÁCCS shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

ÁCCS further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the District and District Personnel harmless from any and all financial obligations in the event of an unbalanced budget.

ÁCCS obligation to indemnify, defend, and hold harmless the District and District Personnel, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end ÁCCS’s right to operate as a charter school pursuant to this Charter or cause ÁCCS to cease operations.

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix 6, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

The Charter School has applied for space in a CUSD facility via Proposition 39. The Charter School submitted its application by the November 1st deadline. The Charter School is waiting for a preliminary Proposition 39 offer from CUSD, which it anticipates it will receive on February 1st. It is the Charter School’s preference to operate in a district facility in Compton.

Simultaneously, the Charter School, with support from the Green Dot California Home Office, has been surveying private facility options to lease. Green Dot California is working with local businesses, churches and community organizations to identify an appropriate facility. Any facility the Charter School considers is being evaluated on its feasibility to be ready by summer 2018, the amount of space available, cost, and status of its Certificate of Occupancy.

The Charter School is currently seeking a facility that can accommodate its Year 1 enrollment (approximately 150 students) at a minimum. Ideally, the Charter School will receive an offer from CUSD or locate a private facility that can accommodate its enrollment at scale (approximately 600 students). However, the Charter School is currently looking for a space with the following classrooms and amenities to accommodate the Charter School in Year 1:

- 8 standard classrooms,
- 1 science classroom equipped with a sink and science workstations,
- 1 art room with sink,
- 1 computer lab,
- 1 special education space,
- Outdoor space,
- A large meeting space, and
- 1200 square feet of flexible office space for administrative and clerical personnel.

As indicated above, the Charter School plans to serve 600 students in grades 6 through 12. The table below summarizes the charter school’s enrollment plan.

Grade	Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022	Year 5: 2022-2023
6	60	60	60	60	60
7	90	90	90	90	90
8	-	90	90	90	90
9	-	90	90	90	90
10	-	-	90	90	90
11	-	-	-	90	90
12	-	-	-	-	90
Total	150	330	420	510	600

As mentioned above, the Charter School is also currently surveying potential private facilities and land to purchase or lease which would accommodate the Charter School at full scale. Green Dot California will fully support the Charter School in acquiring a facility and, if necessary, building or renovating a facility to meet the needs of its students. Green Dot California’s portfolio of schools includes a mix of district facilities via Proposition 39, leases with school districts and private entities, renovated buildings and new construction.

In the event that the Charter School operates wholly or partially in facilities other than those provided by the district, it will secure appropriate private facilities within the District’s boundaries and the Charter

School shall ensure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act (“ADA”) requirements, local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities, including an appropriate Certificate of Occupancy. The school will maintain readily accessible records documenting such compliance on file.

To be conservative, the Charter School estimated facility expenses to be approximately \$104,125 in the charter school’s first year of operation plus an additional \$564,893 year for maintenance, upkeep, utilities and other incidentals. The cost estimates listed in budget are based on historical spending at recently opened Green Dot schools as well as costs at other Green Dot schools located on Proposition 39 facilities. Based on Green Dot’s experience with Proposition 39, services included in Proposition 39 payment can fluctuate greatly, and so the Charter School’s budget assumes a conservative scenario where the Charter School is required to pay for services such as facilities repair and upkeep, housekeeping services, and building maintenance. If the Charter School is not awarded an appropriate Proposition 39 facility, the Charter School anticipates costs for a temporary private facility would be comparable for the first year of operation.

Selecting Vendors or Service Providers

When Green Dot is seeking services from vendors or service providers, it will seek to contract with a preferred vendor or the vendor or provider that can best meet the needs of the organization. When Green Dot determines it is practicable to do so, Green Dot will seek quotes or proposals from more than one vendor or provider to determine the most qualified and cost effective option for the school and organization, in accordance with the procurement practices detailed in its Finance and Accounting Policies. Furthermore, the organization and its leaders and board members will follow all conflict of interest rules that apply to it in entering into business or service contracts.

Funding Model – Directly Funded

ÁCCS will be a directly funded charter school.

All of Green Dot’s schools are directly funded and this model has worked effectively to date.