



Ánimo Mae Jemison Charter Middle School
A California Public Charter School



Green Dot Public **schools**

July 1, 2019 to June 30, 2024

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Assurances, Affirmations and Declarations

Ánimo Mae Jemison Charter Middle School (also referred to herein as “Ánimo Mae Jemison” and “Charter School”) shall:

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

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

Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

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

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

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

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

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

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

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter

element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization

of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

| <u>GENERAL INFORMATION</u> | |
|--|---|
| • The contact person for Charter School is: | Nathan Geller |
| • The contact address for Charter School is: | 12700 Avalon Blvd. Los Angeles, CA 90061 |
| • The contact phone number for Charter School is: | (323) 565-4450 |
| • The proposed address or ZIP Code of the target community to be served by Charter School is: | 90061 |
| • This location is in LAUSD Board District: | 7 |
| • This location is in LAUSD Local District: | South |
| • The grade configuration of Charter School is: | 6 – 8 |
| • The number of students in the first year will be: | 540 |
| • The grade level(s) of the students in the first year will be: | 6 – 8 |
| • Charter School’s scheduled first day of instruction in 2019-2020 is: | August 14, 2019 |
| • The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) | 540 |
| • The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: | Traditional |
| • The bell schedule for Charter School will be: | See Element 1, “Sample Bell Schedule (Daily Schedule)” on page 45 |
| • The term of this Charter shall be from: | July 1, 2019 to June 30, 2024 |

Strategy for Transforming Los Angeles Secondary Public Education

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

Green Dot currently operates 21 successful charter schools, 17 of which are authorized by the Los Angeles Unified School District (“LAUSD”). Green Dot serves 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.

Ánimo Mae Jemison Charter Middle School (“Ánimo Mae Jemison” or “Charter School” or “School”) is a charter middle school opened by Green Dot in 2014. Since its opening, the school has existed to meet the specific needs of the students and community it serves. Ánimo Mae Jemison provides students in Watts with an alternative choice for their middle school public education.

New School Model for Urban Secondary Schools

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past 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 college, leadership, and life.

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

Green Dot's Core Values

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

Green Dot's Theory of Change

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

Green Dot's Academic Model

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

Results of Existing Schools

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

Graduation and College Acceptance

Green Dot schools have produced outstanding results: 88% of graduating seniors across Green Dot high schools were accepted into two-or four-year colleges.¹ The graduation rates from most of 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 annually sign a Board-ratified 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.

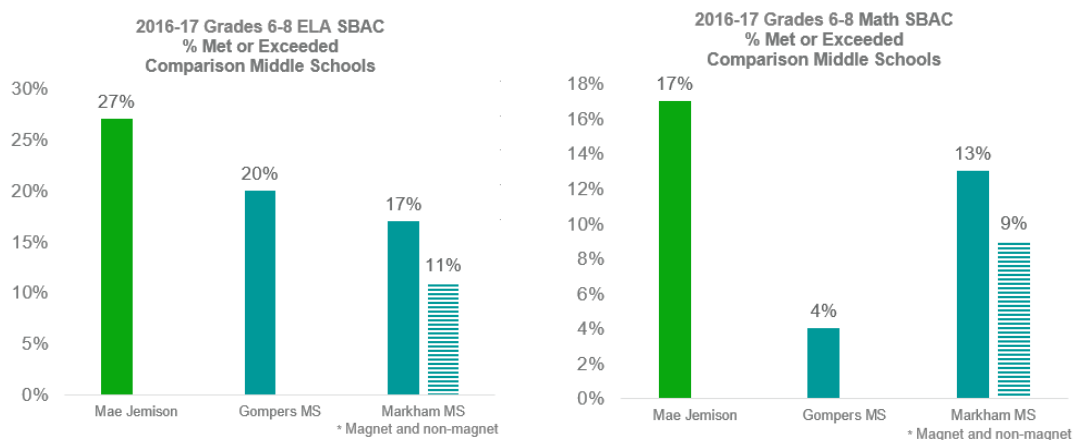
¹ This is an average across all Green Dot high schools over the past three years. This calculation is based on internal data collected by high school counselors.

Community Need for Charter School

Academic Performance Data and Other Performance Indicators

Based on its record of performance, Ánimo Mae Jemison has successfully implemented its educational program which is evidenced most clearly by its student growth and achievement. Ánimo Mae Jemison, which opened in the fall of 2014, is a high quality option in the Watts community.

26.79% of students Met or Exceeded Standard on the 2016-17 administration of the California Assessment of Student Performance and Progress in English Language Arts (CAASPP). This is significantly higher than the median of LAUSD Resident Schools from the California Department of Education Median of 16.77%. Additionally, 16.78% of students Met or Exceeded Standard in Math on the 2016-17 administration of the CAASPP, as compared to a median of 6.40% for Ánimo Mae Jemison’s LAUSD Resident Schools, as provided by LAUSD. Lastly, Ánimo Mae Jemison also outperformed nearby schools serving a similar student population, such as Gompers Middle School and Markham Middle School, in both English Language Arts and Math.



**Markham Middle School offers a magnet program. The striped bar represents SBAC results for non-magnet students.²*

Additionally, Ánimo Mae Jemison saw improvement in the CAASPP results among Black or African American Students and English Learners in English Language Arts. Black or African American Students also saw improvement in CAASPP results in math. In order to continue to support subgroup growth for students with disabilities, the school has invested in an additional teacher to increase the number of Special Education teachers from two to three in the upcoming year. With this additional investment, the school began a co-teaching model that will integrate a teacher into content area courses for collaborative instruction with the general education teacher. Additionally, professional development for all teachers will focus on the English Language Development standards and provide an integrated learning experience for Long-term English Learners in all classrooms to increase language development and improve reclassification rates.

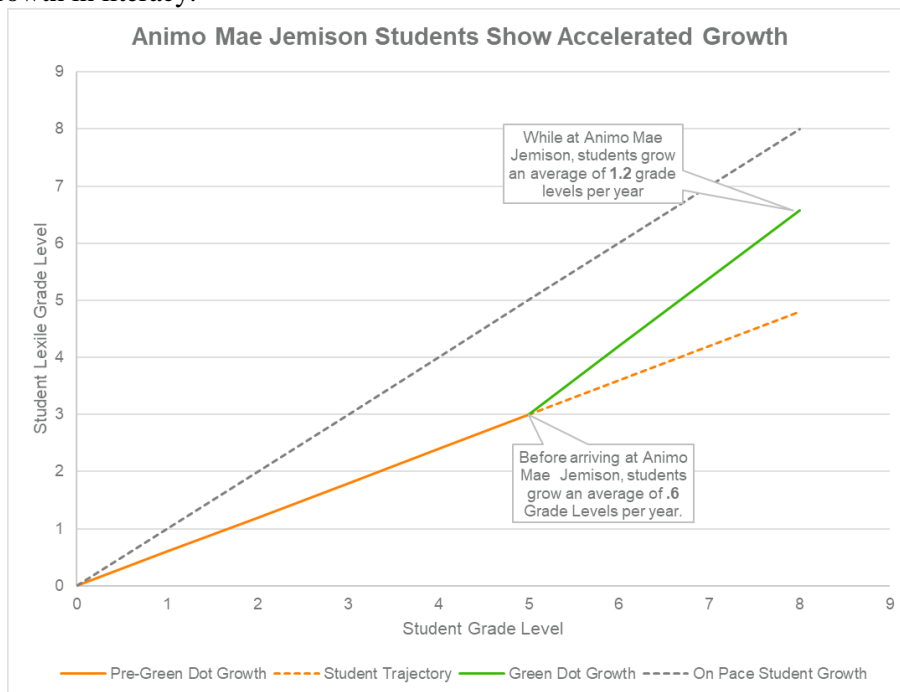
² Data is publically available here: <http://laschoolreport.com/exclusive-for-the-first-time-parents-can-now-compare-student-achievement-all-laUSD-magnets/>

| | ELA CAASPP % Met or Exceeded | | Math CAASPP Percent Met or Exceeded | |
|-----------------------------|---------------------------------|---------|--|---------|
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| All Students | 24.2% | 26.8% | 13.4% | 16.8% |
| Low Income | 24.0% | 27.1% | 13.0% | 17.1% |
| African American or Black | 10.1% | 10.2% | 5.9% | 5.1% |
| Latino | 28.3% | 29.6% | 15.6% | 18.8% |
| Students with Disabilities* | 4.2% | 0.0% | 0.0% | 2.9% |
| English Learners | 1.7% | 1.2% | 0.0% | 0.0% |

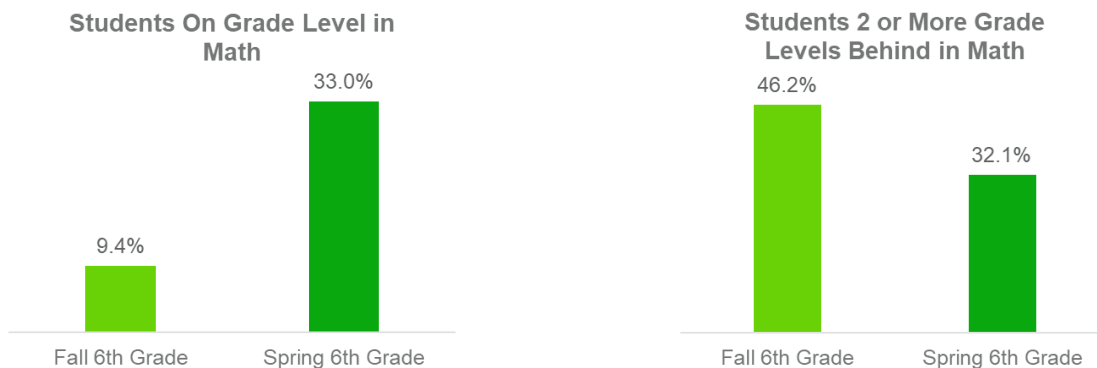
Statistically significant subgroup on the 2015-16 and 2016-17 administrations of the CAASPP.

**Students with Disabilities was not a statistically significant subgroup on the 2015-16 administration of the CAASPP.*

These results are particularly impressive given the entry level of incoming 6th grade students. According to Ready Inventory lexile assessments, a nationally recognized literacy assessment program, administered before the start of the 2017-18 school year, incoming 6th grade students entered at a 3rd grade reading level. Attending Ánimo Mae Jemison significantly altered their outcomes, with most students doubling their rate of growth in literacy.



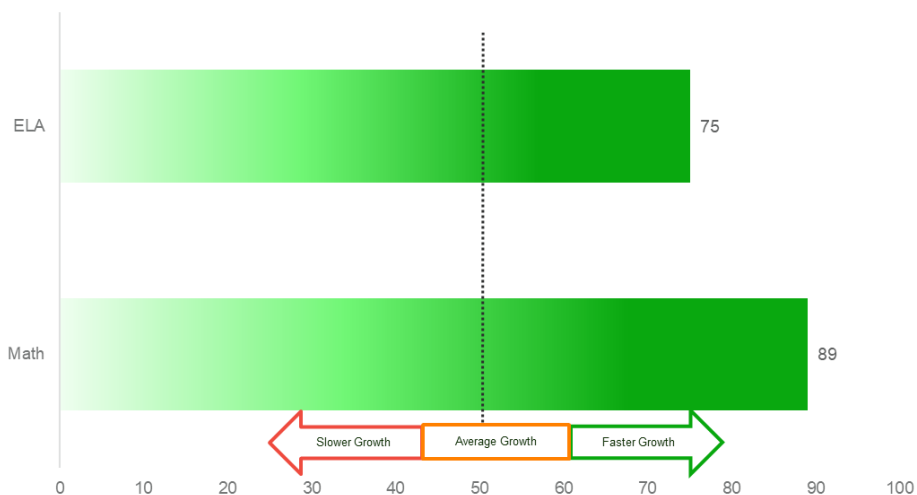
Ánimo Mae Jemison assessed incoming Math proficiency using iReady quantile scores. According to iReady quantile assessments, 91% of students enter Ánimo Mae Jemison below grade level. 46% of students are two or more grade levels behind. By the end of 6th grade, three times as many students are on grade level. Furthermore the percentage of students who are two or more grade levels behind drops by 31%. While the school recognizes that it needs to improve math outcomes, students are accelerating their growth tremendously in a short period of time.



Results are based on iReady, a nationally recognized Math assessment.

Furthermore, according to CORE, a student growth percentile metric developed in collaboration with the California Department of Education, Ánimo Mae Jemison 8th grade students grew 75% more in English Language Arts and 89% more in Math than similar students attending schools across the state.

Animo Mae Jemison 2016-17 8th Grade CORE SGP



Ánimo Mae Jemison is committed to serving all students, including English Learners. In the 2017-18 school year, 22.1% of students at Ánimo Mae Jemison were classified as English Learners, with a slight majority (58.7%) of English Learners classified as Long-term English Learners.³ Ánimo Mae Jemison has made significant progress with English Learners students. English Learners as a whole grew 83 lexile points, or over a year and a half, over the course of one school year. Additionally, Ánimo Mae Jemison reclassified 7.7% of English Learners in the 2017-18 school year and 21.5% of English Learners in the 2016-17 school year.⁴

Additionally, Ánimo Mae Jemison has also proven its ability to improve student performance per LAUSD’s Annual Performance-Based Oversight Visit report. Ánimo Mae Jemison received the following scores on its 2017-18 Annual Performance-Based Oversight Visit Report: a Proficient rating in

³ Data references 2017-18 demographic data available on the California Department of Education’s DataQuest portal: <https://data1.cde.ca.gov/dataquest/>

⁴ Data references the 2017-18 English Learner reclassification rate available on the California Department of Education’s DataQuest portal: <https://data1.cde.ca.gov/dataquest/>

Governance, Student Achievement, and Organizational Management and Operations. These district-based evaluations further demonstrate Ánimo Mae Jemison’s ability to serve the student population and stability as a high quality option for the Watts community.

Lastly, in an effort to further enhance students’ abilities to succeed in college, leadership and life, Ánimo Mae Jemison provides after-school programming through the term of a federally funded grant. This allows students and families to explore their interests, improve their college-readiness and engage intellectually and socially beyond the school day. Additionally, Ánimo Mae Jemison partners with a number of organizations to provide academic and social-emotional intervention programs, enhance students’ college readiness and contribute to the surrounding community. Additionally, Ánimo Mae Jemison offers 7 electives, 22 after-school programs/clubs, and 8 sports teams.

School Accomplishments

- Ánimo Mae Jemison celebrates tremendous growth in English Language Arts, with students growing 1.2 grade levels per year in English Language Arts per Reading Inventory.
- Ánimo Mae Jemison has reduced out-of-school and in-school suspensions and is committed to further reducing its out-of-school and in-school suspension rate through Green Dot’s updated approach to discipline and student interventions.
- Ánimo Mae Jemison has had historically high average daily attendance rates for the past three years, averaging at 96%.
- Ánimo Mae Jemison redesignated 22% of English Learners to Fully English Proficient in the 2016-17 school year.
- 91% of parents would recommend Ánimo Mae Jemison to a friend, according to a schoolwide survey.
- Ánimo Mae Jemison received an initial Western Association of Schools and College accreditation in 2018.

Areas of Challenge

- Ánimo Mae Jemison continues to focus on how to best serve its English Learner population with a number of interventions to ensure English Learners receive the supports necessary to graduate.
- Ánimo Mae Jemison will continue to focus on Math performance for all students. CAASSP data reflected 17% of students meeting or exceeding standard and we would like to see this number increase with the development of a strategic plan by the Math Department and emphasis on classroom walkthroughs for rigorous instruction focused on building conceptual understanding. To support the focus on rigorous math instruction, the school will participate in Math Mondays – a weekly walkthrough of all math classrooms by the administrative team to observe math instruction, assess pacing of curriculum, and determine next steps for coaching math teachers. Twice per year, these visits will be joined by the Chief Executive Officer, Chief Academic Officer, and Director of Math and Science Programs. Additionally, Ánimo Mae Jemison is piloting a new math curriculum to accelerate student outcomes.

Eligibility for Charter Renewal

Another way Green Dot evaluates the success of its schools is by the California Charter Schools Association (“CCSA”) accountability framework. The report below is an evaluation of our school according to the California Charter Schools Association’s framework based on publicly available academic indicators. All non-DASS public schools with 30+ CAASPP test-takers and in operation for 4 or more years are evaluated by the California Charter Schools Association (CCSA) based on the past three years’ worth of assessment results and post-secondary outcomes.

Per CCSA’s accountability framework, as described below, our school is *above* CCSA’s minimum academic criteria and *has met the academic threshold* for CCSA’s public advocacy support for renewal.

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DF3 decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school’s average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a “C” or better in 2 of the past 3 years.

Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DF3 in 2 of the past 3 years, the school is required to participate in a Multiple Measure Review in order to determine eligibility for CCSA’s public advocacy support for renewal.

Additional information about CCSA’s accountability framework:

- Like the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress. Unlike the CDE, CCSA incorporates grade 11 in the calculation – which will not be done by the CDE until later in the 2018-19 academic year. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The 1st percentile is equivalent to the lowest 1% of schools statewide, while the 1st decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.
- CCSA’s accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing “pupil academic achievement for all groups of pupils served by the charter school as the most important factor” in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators.

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.



CCSA Academic Accountability Report 2016-2017

Animo Mae Jemison Charter Middle (Los Angeles Unified)

PERCENTILE:
Schools must be above the 5th percentile on the DF3 measure.



Percentile

The selected school has a percentile above 5 in 2 of the last 3 years.

INITIAL FILTERS:
To meet CCSA's initial filters of accountability, a school must be above the bottom 5 percentile in two out of three years and above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



State Rank



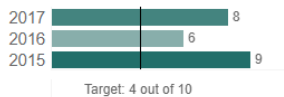
This school was at/above the target

0 out of 3 year(s),

not meeting the standard for this metric for 2017.



Similar Students Rank



This school was at/above the target

3 out of 3 year(s),

meeting the standard for this metric for 2017.



Growth



This school's DF3 changed by

2 points,

not meeting the 2017 target of 18 points.

Success of the Innovative Features of the Educational Program

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

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

Ánimo Mae Jemison's educational program successfully meets the needs of its diverse student population. Ánimo Mae Jemison provides an alternative education model for the Watts community. Ánimo Mae Jemison uses a data-driven collaborative approach to meet the needs of their students. A focus on data allows the school to individualize supports for students and provide appropriate intervention and acceleration. Furthermore, the small school model offers additional support and attention for students who would otherwise attend large middle schools serving up to 1500 students. Ánimo Mae Jemison's target community is predominantly comprised of low-income, academically disadvantaged students who will benefit from the supports that will be available at Ánimo Mae Jemison. Reflective of the community, Ánimo Mae Jemison 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 these supports include:

- For all students, implementation of all three tiers of the Multi-Tier System of Supports with Social Emotional, Behavioral and Academic Intervention.
- 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 high school, college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance
- For students with social-emotional needs, integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- For all students, proactive and positive student behavior management, including various alternatives to suspension
- For advanced students, enrichment opportunities including Honors 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 the LAUSD Special Education Local Plan Agency (“SELPA”), Ánimo Mae Jemison offers special education services for students with disabilities. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

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

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

Surrounding Schools Demographic for 2017-18 and Performance Data for 2016-17

| | # of Students * | % Students Eligible for Free/Reduced Lunch ** | % of Special Ed. Students *** | % of English Learners * | % Latino * | % Black * | SBAC % Met/Exceed ELA * | SBAC % Met/Exceed Math * |
|---|-----------------|---|-------------------------------|-------------------------|------------|-----------|-------------------------|--------------------------|
| | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2016-17 | 2016-17 |
| Ánimo Mae Jemison Charter Middle School | 494 | 97% | 10% | 22% | 81% | 18% | 27% | 17% |
| Resident District Schools | | | | | | | | |
| Gompers MS | 440 | 98% | 20% | 27% | 64% | 34% | 20% | 4% |
| Markham MS | 736 | 98% | 21% | 26% | 73% | 25% | 17% | 13% |

* Data from DataQuest: <http://data1.cde.ca.gov/>

** Data from CDE (Student Poverty FRPM Data): <http://www.cde.ca.gov/ds/sd/files/sp.asp>

*** Data from LAUSD School Information Branch SARC Search: <http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20152016.select&which=sh>

Student Population to be Served

Ánimo Mae Jemison shall be nonsectarian in its programs, curriculum, admission policies, employment practices and all other operations; shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

While open to all students, Ánimo Mae Jemison will make a substantial effort to recruit underserved, low-income students in the South Angeles community that would typically attend Gompers Middle School or Markham Middle School. Please see Element 7 for more information on how Ánimo Mae Jemison will attract students from these neighborhoods. The table above shows the demographic and achievement data for Ánimo Mae Jemison’s target student population.

Enrollment

Ánimo Mae Jemison serves students in grades six through eight. Starting in the 2019-20 school year, the school will matriculate approximately 180 sixth grade students each year. At enrollment capacity, Ánimo Mae Jemison will approximately serve 540 students. The table below shows Ánimo Mae Jemison’s projected five-year enrollment.

Projected Five-Year Student Enrollment

| Grade | Year 1: 2019-2020 | Year 2: 2020-2021 | Year 3: 2021-2022 | Year 4: 2022-2023 | Year 5: 2023-2024 |
|--------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| 6 | 180 | 180 | 180 | 180 | 180 |
| 7 | 180 | 180 | 180 | 180 | 180 |
| 8 | 180 | 180 | 180 | 180 | 180 |
| Total | 540 | 540 | 540 | 540 | 540 |

Goals & Philosophy

Mission Statement

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

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

Vision Statement

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

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

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

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

| | |
|---|---|
| <p>Goal #1: Ánimo Mae Jemison 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: Ánimo Mae Jemison 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: Ánimo Mae Jemison Students will be 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>Goal #4: Ánimo Mae Jemison 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, including emerging technologies • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community |

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

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

Green Dot’s Core Values

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

- **An Unwavering Belief in all Students’ Potential:** All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
 - Key practices:
 - Provide special intervention courses based on specific needs of student population

- Provide tiered support for all students through our 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. Examples of these enrichment courses are Honors Courses, Advanced Placement courses and other electives as determined by the school. Courses are available to all students, however, data-driven master scheduling is used to provide students with an academic course schedule that is best suited to meet their learning needs.
- **Passion for Excellence:** Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
 - Key practices:
 - Use technology and assessment platforms to give teachers and principals real-time access to data
 - Focus on Key Results: Administrators regularly review student performance data with peers and supervisors, and receive feedback on strengths and areas of improvement
 - Structure peer observations among teachers and maintain open door policy
- **Personal Responsibility:** Take responsibility and initiative in our lives and encourage accountability for our actions.
 - Key practices:
 - Demonstrate personal integrity and high individual accountability
- **Respect for Others and the Community:** Respect others in our daily interactions and be positive impacts on our communities.
 - Key practices:
 - Foster collaboration with others
 - Promote a positive school culture
 - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
 - Cultivate the school's mission, vision and core values
 - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process:** Young adults will receive the best educations when all stakeholders participate in the education process.
 - Key practices:
 - Provide opportunities for stakeholders to participate in the School Advisory Council
 - Host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness
 - Ongoing satisfaction surveys to assess stakeholders' opinions and areas of improvement for the school

Green Dot's Theory of Change:

- **Firm Commitment to Serve All Students:** Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Approximately 99% of current Green Dot students are African-American or Latino and more than 93% qualify for FRL. Green Dot is also committed to serving high-needs students with 19% EL and 13% special education

- student populations at our schools.⁵ 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 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). The elective courses offered are

⁵ Based on Dataquest information averaged across Green Dot Public Schools California.

designed to support literacy across the curriculum and critical thinking with an emphasis on the use of text and rigorous problem-solving. Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in middle school, 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.

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

Schoolwide Learner Outcomes, designed in accordance with the WASC Focus on Learning Guide, embody the goals and high expectations that are maintained for Green Dot students. Schoolwide Learner Outcomes for Ánimo Mae Jemison include:

Ánimo graduates will be Socially Responsible Citizens who:

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

Ánimo graduates will be Effective Communicators who:

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

Ánimo graduates will be Academic Achievers who:

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

Ánimo graduates will be Critical Thinkers who:

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

Ánimo graduates will be Life-long Learners who:

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

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

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

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

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

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

- their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Strategies:** Based on Teach Like a Champion by Doug Lemov.
 - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled “Instructional Design, Methods and Strategies.”
 - **Classroom Environment:** Based on “Safe and Civil Schools” by Randy Sprick.
 - Green Dot developed a School Culture Team based on the Safe & Civil program, which 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 Green Dot School Culture specialists 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 to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices. School leaders and teacher leaders have read Zaretta Hammond’s Culturally Responsive Teaching and the Brain and use her Ready for Rigor framework to work towards a culturally responsive classroom experience for all students.

It is required that all Ánimo Mae Jemison students take courses that are high school-preparatory and are aligned with the Common Core standards. All students are required to successfully complete required curriculum credits upon promotion from 8th grade. Because Green Dot’s educational program emphasizes regular formative assessments and the use of data to increase student achievement, our pacing plans, which prepare for our internal quarterly 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. Ánimo Mae Jemison will emphasize the traditional subjects of Math, Science, English Language Arts, and Social Studies, as well as a variety of electives to provide opportunities for students to receive enrichment. Electives in the school may include Drama, Composition and Investigations for English Language Arts. These courses will offer students achieving at or above grade level in reading the opportunity for additional development in reading, writing and speaking skills. Additional electives include Technology and Physical Education for students achieving at or above grade level in Math.

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

This curriculum will be followed at Ánimo Mae Jemison. 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 Common Core standards and CA State standards for each content area, and State-adopted texts are used in all core areas. The middle school curriculum will offer Drama as a Visual and Performing Arts course in the 6th grade for students who do not literacy intervention. Other VAPA opportunities may be available to students through clubs and/or the After School Program. Green Dot values the importance of elective offerings and exposing students to a variety of experiences in the classroom, however, the academic needs of our students are prioritized in order to ensure that they promote from our middle school at or above grade level and high school ready.

The recommended curriculum is based upon the CCSS for ELA and Math, and CA State content standards for History and Science. Literacy CCSS are incorporated in History and Science, and Next Generation Science Standards are also being integrated in the curriculum. State-adopted texts are used in all core subjects.

Outline of Ánimo Mae Jemison’s Curriculum

| | 6 th Grade | 7 th Grade | 8 th 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 |
| <p>*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.</p> <p>**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.</p> <p>*** 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.</p> | | | |

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

Green Dot Middle School Curriculum

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 | 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 Ancient Civilizations B

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 World History MS B

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 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

US History MS B

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

ENGLISH 6 B

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 literary or informational texts to support analysis, reflection and research.

ENGLISH 7 A

ENGLISH 7 B

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. Seventh 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 literary or informational texts to support analysis, reflection and research.

ENGLISH 8 A

ENGLISH 8 B

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 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 literary or informational texts to support analysis, reflection and research.

Sheltered English

The Sheltered English curriculum is a well-balanced rigorous program driven by the 2012 California ELD Standards and based the California English/Language Arts Content Standards and the Common Core State Standards. The Features of Designated ELD are incorporated into each lesson to ensure that English learners receive core English instruction using grade level curriculum with appropriate English language supports. 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.

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

SH ENGLISH 6 A
SH ENGLISH 6 B

This course focuses on teaching EL students how the English language works as well as skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the California ELD Standards and utilizing 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. The Features of Designated ELD are incorporated into each lesson so EL students can access grade level curriculum with appropriate supports. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. EL 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 in English. 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 California ELD Standards and with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

SH ENGLISH 7 A
SH ENGLISH 7 B

This course focuses on teaching EL students how the English language works as well as skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the California ELD Standards and utilizing 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. The Features of Designated ELD are incorporated into each lesson so EL students can access grade level curriculum with appropriate supports. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. EL students are provided with multiple opportunities to articulate their own ideas, as well as to question, interpret, and evaluate others' ideas. Seventh 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 in English. 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 California ELD Standards and with the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

SH ENGLISH 8 A
SH ENGLISH 8 B

The main objective of this course is to teach EL students how the English language works and to prepare students for success in high school and build student readiness for college while focusing on skills and strategies for critical, independent reading and writing of increasingly complex informational and literary texts. Driven by the California ELD Standards and utilizing 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. The Features of Designated ELD are incorporated into each lesson so EL students can access grade level curriculum with appropriate supports. Instruction in each CCSS standards-based unit of study interrelates reading, writing, speaking, and language study. EL 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 EL 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 various audiences in English. EL 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 California ELD Standards and the demands of the CCSS, students will draw evidence from literary or informational texts to support analysis, reflection and research.

Newcomer English Language Development (ELD)

The purpose of Newcomer 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. .

Newcomer 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 1 A

ELD 1 B

Prerequisites: None. Overall score on ELPAC is Level 1.

Designed as a class for students new to the country and who score at Level 1 on 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 The USA* is used to teach Beginner 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

ELD 2 B

Prerequisites: Overall score on ELPAC is Level 2 or Level 3.

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 A* materials are used to teach Level 2-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

ELC 3 B

Prerequisites: Overall score on ELPAC is Level 2 or Level 3.

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 B* materials are used to teach Level 2-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 Level 3 level. This double-blocked year-long class replaces ELA and an elective.

ELD Literacy Enrichment 6 A

ELD Literacy Enrichment 6 B

ELD Literacy Enrichment 7A

ELD Literacy Enrichment 7B

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

Math 6 B

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

Math 7 B

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

MATH 8 B

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
ALGEBRA 1 MS B

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
INTEGRATED SCIENCE 6 B

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
LIFE SCIENCE 7 B

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
PHYSICAL SCIENCE 8 B

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 |

| Course Title | Core/College Prep | Grade | Course Length |
|-----------------------------|------------------------|-------|---------------|
| Academic English Essentials | Core, Non-College Prep | 8 | YEAR |
| Intro to Ethnic Studies | Core, Non-College Prep | 8 | YEAR |

PE MS A

PE MS B

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

INVESTIGATIONS MS 8 B

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

SPANISH MS 8 B

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

DRAMA MS B

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
ADVISORY 6 B
ELD ADVISORY 6 A
ELD ADVISORY 6 B
ADVISORY 7 A
ADVISORY 7 B
ELD ADVISORY 7 A
ELD ADVISORY 7B
ADVISORY 8 A
ADVISORY 8 B
ELD ADVISORY 8 A
ELD ADVISORY 8 B

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
TECHNOLOGY 6 B

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
TECHNOLOGY 7 B

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
TECHNOLOGY MS 8 B

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
GRAPHIC DESIGN MS B

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
COMPOSITION MS 7 B

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
STUDENT COUNCIL B

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
ACADEMIC ENGLISH ESSENTIALS 8 B

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). Unit 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
INTRO TO ETHNIC STUDIES MS B

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
LITERACY ENRICHMENT MS 6 B
LITERACY ENRICHMENT MS 7 A
LITERACY ENRICHMENT MS 7 B
LITERACY ENRICHMENT MS 8 A
LITERACY ENRICHMENT MS 8 B

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
MATH FOUNDATIONS MS 6 B

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
MATH FOUNDATIONS MS 7 B

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 |

| Course Title | Grade | Units | Designation |
|------------------------------------|-------|-------|--------------------|
| Practical English A | 6-8 | 5 | Pract Eng A |
| Practical English B | 6-8 | 5 | Pract Eng B |
| Practical Math A | 6-8 | 5 | Pract Math A |
| Practical Math B | 6-8 | 5 | Pract Math B |
| Practical Social Studies A | 6-8 | 5 | Pract Social Sci A |
| Practical Social Studies B | 6-8 | 5 | Pract Social Sci B |
| Social Studies/History A | 6-8 | 5 | Social Sci Com A |
| Social Studies/History - A | 6-8 | 5 | Social Sci Com B |
| Social Studies/ History Consumer A | 6-8 | 5 | Social Sci Con A |
| Social Studies/ History Consumer B | 6-8 | 5 | Social Sci Con B |
| Practical Science A | 6-8 | 5 | Pract Sci A |
| Practical Science B | 6-8 | 5 | Pract Sci B |

PRACTICAL ENGLISH A
PRACTICAL ENGLISH B

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

This course is designed to prepare students to meet alternate standards found in the *Curriculum Guide for Students with Moderate to Severe Disabilities*. Students enter into and move through the standards at an individual pace as these courses are based on the CAPA standards to provide students with an alternative and functional curriculum.

APPLIED ENGLISH A
APPLIED ENGLISH B

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

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

COMMUNITY ENGLISH A
COMMUNITY ENGLISH B

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

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

PRACTICAL MATH A
PRACTICAL MATH B

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

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

PRACTICAL SOCIAL STUDIES A
PRACTICAL SOCIAL STUDIES B

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

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

SOCIAL STUDIES/HISTORY COMMUNITY A
SOCIAL STUDIES/HISTORY COMMUNITY B

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

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

SOCIAL STUDIES/HISTORY CONSUMER A
SOCIAL STUDIES/HISTORY CONSUMER B

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

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

PRACTIAL SCIENCE A
PRACTIAL SCIENCE B

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

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

COMMUNITY SCIENCE A - 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

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 participate in research and 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 create and/or adopt a rubric/checklist by which to judge the various textbooks. This rubric should include consideration of a) clear alignment with state standards and Common Core standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility.

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.

For the school year 2019-2020, Green Dot’s approved middle 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.

| SY2019-20: Green Dot Middle School Textbooks and Instructional Materials | |
|---|--|
| ELA | <ul style="list-style-type: none"> Approved Grade-level Novels (e.g., <i>Tuck Everlasting</i>, <i>The Giver</i>, <i>The Watsons Go To Birmingham</i>, <i>The Outsiders</i>, <i>Tom Sawyer</i>, <i>To Kill a Mockingbird</i>) |
| ELD | <ul style="list-style-type: none"> Inside Fundamentals 1 and 2 Inside Level A |
| Math | <ul style="list-style-type: none"> Illustrative Mathematics 6 Illustrative Mathematics 7 Illustrative Mathematics 8 |
| Science | <ul style="list-style-type: none"> Glencoe: Focus on Earth Glencoe: Focus on Life Glencoe: Focus on Physical Science |
| History | <ul style="list-style-type: none"> CA Grade 6 World History and Geography, Ancient Civilizations CA Grade 7 World History and Geography, Medieval and Early Modern Times CA Grade 8 United States History and Geography, Growth and Conflict |
| Drama | <ul style="list-style-type: none"> <i>The Odyssey</i> |
| 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 |

Academic Support and Intervention

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

- *Summer Bridge*: Summer Bridge is a recommended two-week summer program for incoming 6th grade students that acclimates students to the Ánimo Mae Jemison culture of middle school, high expectations and the development of a trusting community. The Summer Bridge program is an opportunity to learn about student's individual learning needs through a variety of assessments that will provide data for future placement in courses and adjustments in the master schedule. All students will be assessed to identify non-proficiency in standards and socio-emotional supports. In addition, students who have been identified as English learners or special needs may have additional assessments to assess their learning levels. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students engage in culture-building exercises that promote a positive community of trust and respect. The Summer Bridge program allows the school the opportunity to begin to assess student social and personal needs through collaboration in the classroom and small group instruction. Student will also participate in education field trips in the Summer Bridge program. Students enrolled in summer bridge program have been identified through the approved enrollment process. Transcripts, grades or proof of matriculation is not a requirement of that process.
- *Reading and Math Intervention Programs*: Literacy Enrichment (Read 180) and Math Support, standards-aligned programs for reading and math respectively, are provided to students that test low in reading and/or math. Typically, these courses are given to 6th graders through an elective or during Advisory. Students take the 6th grade RI and an internal Math Diagnostic before school starts.
- *English Learners*: ELD classes are provided for students entering school as beginning ELs. 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.
- *Afterschool Program*: Afterschool programming is available for all students who wish to participate in academic support. Students who are not achieving a satisfactory grade within a particular class may be recommended to afterschool programs for additional support.
- *Office Hours*: Teachers hold office hours after school twice a week to provide students with additional support and tutoring for students who may want additional support in a subject area.

Social and Life Skills Development

Advisory Course

Ánimo Mae Jemison will offer a variety of programs to ensure that the social and emotional needs of our students are met. We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Multi-Tiered System of Supports (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.

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

During Advisory, students will:

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

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

Clinical Services

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

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

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

Instructional Design, Methods and Strategies

Research-based instructional frameworks may include active learning, brain-based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. Research is provided by numerous books, videos, and articles (for example, articles from the Association of Supervision and Curriculum Development) as well as conferences and seminars. Ánimo Mae Jemison and other Green Dot schools have used books in staff development including: 101 Active Learning Strategies (Mel Silberman, published April 1, 1996), Teaching With The Brain In Mind (Eric Jensen, published January 1, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock, published January 15, 2012), Professional Learning Communities at Work (Richard DuFour, published 1998), and

Focus: Elevating the Essentials to Radically Improve Student Learning (Mike Schmoker, published 2011) among others. Teachers attend numerous conferences that include: Successful Inclusion Strategies (Susan Fizzell), 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 allows Ánimo Mae Jemison 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 is 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 and individual student practice for all lessons. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with Common Core standards, and assessing student mastery of standards on an ongoing basis. We believe the combination of a college-preparatory, standards-based curriculum and teacher professional development based on these methods ensure that all students meet or exceed Common Core standards.

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. Ánimo Mae Jemison has a 1.5:1 student to device ratio. Ánimo Mae Jemison has access to online curriculum based software such as Read 180, I Ready for Math and Typing Club. Ánimo Mae Jemison uses Google classroom and the suite of skills such as PowerPoint and G-mail.

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

Ánimo Mae Jemison is committed to serving academically low achieving students. As with other Green Dot schools, Ánimo Mae Jemison expects that many (if not the majority) of its students may be classified as low-achieving. As such, Ánimo Mae Jemison’s curriculum and program is adapted to improve performance for traditionally low-achieving students. Ánimo Mae Jemison has a simple, but specific goal to ensure that all students are prepared for success in college, leadership and life. In fact, Ánimo Mae Jemison’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 Schoolwide Learner Outcomes listed in this charter petition. Ánimo Mae Jemison ensures that all students identified as low achieving have equal access to a rigorous, college-preparatory education through the following means (also see the section for “Academic Support and Intervention”):

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

Socio-Economically Disadvantaged Students

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

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the Ánimo Mae Jemison 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. The Summer Bridge program is an opportunity to learn about student's individual learning needs through a variety of assessments that will provide data for future placement in courses and adjustments in the master schedule. All students will be assessed to identify non-proficiency in standards and

socio-emotional supports. In addition, students who have been identified as English learners or special needs may have additional assessments to assess their learning levels.

- **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.
- **College, Leadership and Life Framework:** The College, Leadership, and Life Framework is a flexible framework that was designed to provide a set of strengths that schools utilize to guide the development of students so that they may be successful in College, Leadership and Life. Although the framework is housed in the Advisory structure, it is an interdisciplinary tool that is leveraged in all of our other content areas throughout the school day.
- **Electives Courses:** Student at or above grade level may have the opportunity for additional electives throughout the years at Ánimo Mae Jemison. These courses may include additional exposure to the Arts, Drama, and Journalism.
- **Character Development in Advisory:** Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.

Academic Calendar and School Time

A school site committee determines the daily bell schedule that meets the needs of its students. Ánimo Mae Jemison will have 183 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 and Ánimo Mae Jemison will surpass the required number of minutes of instruction as set forth in Education Code 46201. Ánimo Mae Jemison will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1) and 47612.5(e)(1). Students at-risk of not meeting the 80 percent requirement will be referred to the Student Attendance Review Team (SART). Students with absences (excused or unexcused) from a class period more than four times in a given semester will be referred to the SART for support with interventions. The SART aims to work with families to ensure that students comply with compulsory education laws. The SART is both a prevention and intervention tool that can be utilized to address trancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students
- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

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

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

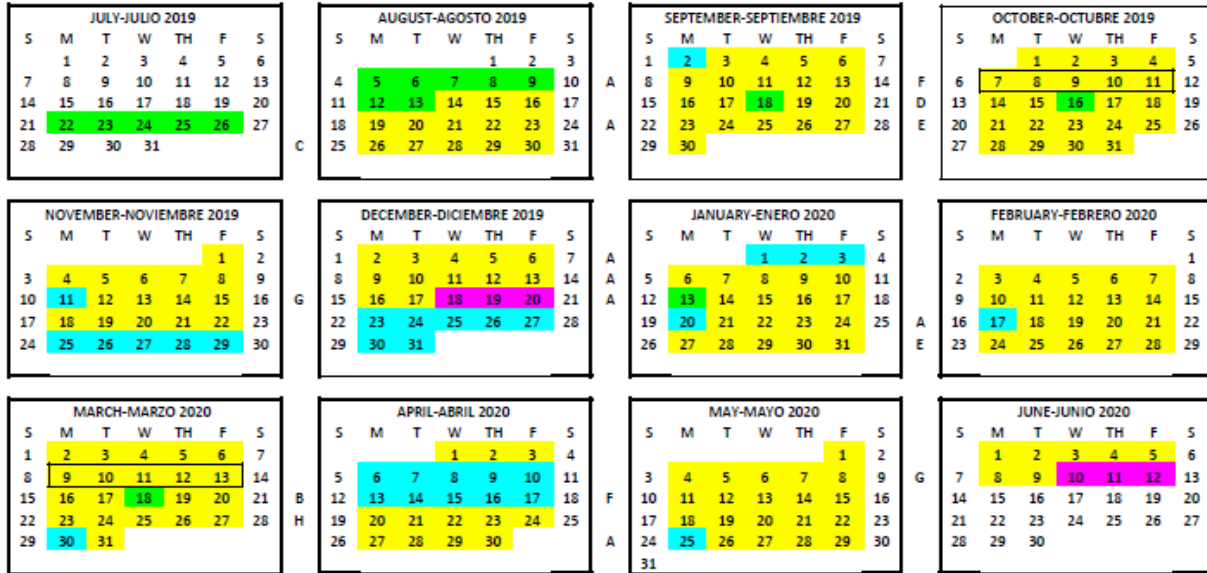
Sample Instructional Days and Minutes Calculator (Ánimo Mae Jemison School Year 2019-20)

| Grades | Grades Offered | Number of Regular Days (M, Th, Fr) | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of Regular Days (Tu & Wd) | Number of Instr. Minutes Per Regular Day (Tu & Wd) | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/Below State Req't. |
|--------|----------------|------------------------------------|--|--------------------------------|--|------------------------|--|----------------------------------|--|-----------------------------|-----------------------------|--------------------------------|---|
| 6 | Yes | 80 | 395 | 14 | 250 | 19 | 265 | 70 | 365 | 183 | 54000 | 65685 | 11685 |
| 7 | Yes | 80 | 395 | 14 | 250 | 19 | 265 | 70 | 365 | 183 | 54000 | 65685 | 11685 |
| 8 | Yes | 80 | 395 | 14 | 250 | 19 | 265 | 70 | 365 | 183 | 54000 | 65685 | 11685 |

Sample Academic Calendar

Ánimo Mae Jemison’s calendar for the 2019-20 school year is below. The first day of school will be Wednesday, August 14th. The last day of instruction is Tuesday, June 9th.

**Ánimo Mae Jemison Charter Middle School
Calendar/Calendario 2019-20**



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 22, Jul 23, Jul 24, Jul 25, Jul 26 |
| Green Dot Days/Día de Green Dot | Aug 12, Sep 18, Oct 16, Jan 13, Mar 18 |
| Staff Development Days/Días de desarrollo para maestros | Aug 5, Aug 6, Aug 7, Aug 8, Aug 9 |
| Holidays/Vacaciones | |
| Labor Day/Día de trabajo | Sep 2 |
| Veteran’s Day Holiday/Día de los veteranos | Nov 11 |
| Fall Break | Nov 25, Nov 26, Nov 27 |
| Thanksgiving Holiday/Día de acción de gracias | Nov 28, Nov 29 |
| Winter Break/Vacaciones de invierno | Dec 23, Dec 24, Dec 25, Dec 26, Dec 27, Dec 30, Dec 31, Jan 1, Jan 2, Jan 3 |
| Dr. King’s Birthday/Día del Dr. King | Jan 20 |
| Presidents’ Day/ Día de los presidentes | Feb 17 |
| Spring Vacation/Vacaciones de primavera | Apr 6, Apr 7, Apr 8, Apr 9, Apr 10, Apr 13, Apr 14, Apr 15, Apr 16, Apr 17 |
| Memorial Day/Día de Conmemoración | May 25 |
| Minimum Days/Día Corto | |
| Finals | Dec 18, Dec 19, Dec 20, Jun 10, Jun 11, Jun 12 |
| Important Dates/Fechas Importantes | |
| Quarter 1 Midterms | Oct 7 - 11 |
| Quarter 3 Midterms | Mar 16 - 20 |
| MS Collaboration Dates | |

Sample Bell Schedule (Daily Schedule)

| MONDAY | | TUESDAY | | WEDNESDAY | | THURSDAY | | FRIDAY | |
|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|
| 7:45 AM-8:20 AM | Advisory | 7:45 AM-8:20 AM | Advisory | 7:45 AM-8:20 AM | Advisory | 7:45 AM-8:20 AM | Advisory | 7:45 AM-8:20 AM | Advisory |
| 8:20 AM-8:25 AM | Passing Period | 8:20 AM-8:25 AM | Passing Period | 8:20 AM-8:25 AM | Passing Period | 8:20 AM-8:25 AM | Passing Period | 8:20 AM-8:25 AM | Passing Period |
| 8:25 AM-9:20 AM | Period 1 | 8:25 AM-9:15 AM | Period 1 | 8:25 AM-9:15 AM | Period 1 | 8:25 AM-9:20 AM | Period 1 | 8:25 AM-9:20 AM | Period 1 |
| 9:20 AM-9:25 AM | Passing Period | 9:15 AM-9:20 AM | Passing Period | 9:15 AM-9:20 AM | Passing Period | 9:20 AM-9:25 AM | Passing Period | 9:20 AM-9:25 AM | Passing Period |
| 9:25 AM-10:20 AM | Period 2 | 9:20 AM-10:10 AM | Period 2 | 9:20 AM-10:10 AM | Period 2 | 9:25 AM-10:20 AM | Period 2 | 9:25 AM-10:20 AM | Period 2 |
| 10:20 AM-10:25 AM | Passing Period | 10:10 AM-10:15 AM | Passing Period | 10:10 AM-10:15 AM | Passing Period | 10:20 AM-10:25 AM | Passing Period | 10:20 AM-10:25 AM | Passing Period |
| 10:25 AM-11:20 AM | Period 3 | 10:15 AM-11:05 AM | Period 3 | 10:15 AM-11:05 AM | Period 3 | 10:25 AM-11:20 AM | Period 3 | 10:25 AM-11:20 AM | Period 3 |
| 11:20 AM-11:55 AM | Lunch | 11:05 AM-11:40 AM | Lunch | 11:05 AM-11:40 AM | Lunch | 11:20 AM-11:55 AM | Lunch | 11:20 AM-11:55 AM | Lunch |
| 11:55 AM-12:00 PM | Passing Period | 11:40 AM-11:45 AM | Passing Period | 11:40 AM-11:45 AM | Passing Period | 11:55 AM-12:00 PM | Passing Period | 11:55 AM-12:00 PM | Passing Period |
| 12:00 PM-12:55 PM | Period 4 | 11:45 AM-12:35 PM | Period 4 | 11:45 AM-12:35 PM | Period 4 | 12:00 PM-12:55 PM | Period 4 | 12:00 PM-12:55 PM | Period 4 |
| 12:55 PM-1:00 PM | Passing Period | 12:35 PM-12:40 PM | Passing Period | 12:35 PM-12:40 PM | Passing Period | 12:55 PM-1:00 PM | Passing Period | 12:55 PM-1:00 PM | Passing Period |
| 1:00 PM-1:55 PM | Period 5 | 12:40 PM-1:30 PM | Period 5 | 12:40 PM-1:30 PM | Period 5 | 1:00 PM-1:55 PM | Period 5 | 1:00 PM-1:55 PM | Period 5 |
| 1:55 PM-2:00 PM | Passing Period | 1:30 PM-1:35 PM | Passing Period | 1:30 PM-1:35 PM | Passing Period | 1:55 PM-2:00 PM | Passing Period | 1:55 PM-2:00 PM | Passing Period |
| 2:00 PM-2:55 PM | Period 6 | 1:35 PM-2:25 PM | Period 6 | 1:35 PM-2:25 PM | Period 6 | 2:00 PM-2:55 PM | Period 6 | 2:00 PM-2:55 PM | Period 6 |

Sample Minimum Day Schedule

| MINIMUM DAY | |
|---------------------|------------|
| 7:45 – 9:05 AM | Period 1/4 |
| 9:05 – 9:10 | Passing |
| 9:10 AM – 10:30 AM | Period 2/5 |
| 10:30 AM – 10:35 AM | Passing |
| 10:35 AM – 11:55 AM | Period 3/6 |

Examples of Minimum days:

- Back to School Night: A minimum day may be provided to allow teachers additional preparation time for the evening event with parents.
- Finals: Minimum days may be provided during Finals at the end of each semester so that students will have additional time to study and prepare for assessments.
- Parent Conferences: Minimum days may be provided during parent conferences so that teachers may be available to meet with parents to discuss students’ academic progress as needed.

Sample Master Schedule

The following master schedule shows how courses and teachers align with the daily schedule. Administrators and teachers may make adjustments to the 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 | TECHNOLOGY/ 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 |

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 where 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 and credential check, 2) video interview, 3) lesson plan submission, 5) demonstration lesson and interview day at school and 6) reference and background checks.

Staff Selection Process

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals 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 November and July. 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 assistant principal hiring process is identical.

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.
- Complete a video screen that measures teaching aptitude in an urban setting if applicants meet the Green Dot standard
- Complete an in-person competency assessment if applicants meet the Green Dot standard
- Complete a reference check if applicants meet the Green Dot standard
- Arrange that candidates be interviewed at the school site by stakeholders
- Have final teacher candidates teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area
- Ensure that all candidates pass TB, DOJ and FBI clearances

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

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

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

Ongoing Professional Development

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

Teacher Professional Development

Throughout the school year, teacher professional development activities at Ánimo Mae Jemison 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.
- **Department Norming Days:** Department meeting to norm teaching practices.
- **Green Dot-wide Staff Development:** Green Dot-wide meeting of content teachers to share best practices.

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

Sample Teacher Professional Development Plan

| | |
|--------------------------|---|
| <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 • ILT Walk Through • Literacy PD • Inquiry based learning PD • ELD instruction • Special Education • Mental health supports |
| <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 |

| | |
|--|---|
| | <ul style="list-style-type: none">• Parent Conferences• Green Dot Middle School Collaboration• Buddy Observations• SBAC Planning• Data and Strategic Plan Review• ELD instruction• Special Education• Mental health supports |
|--|---|

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.

Ánimo Mae Jemison will meet all applicable legal requirements for English Learners (“EL”) as they pertain to the initial testing of students in their primary language and to the notification of annual testing results to parents. The home language survey will be given upon a student’s initial enrollment into Ánimo Mae Jemison (on enrollment forms). Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, sheltered core content instruction and waiver for primary language content instruction, teacher qualifications and training, re-classification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. Ánimo Mae Jemison 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 at Ánimo Mae Jemison are served through a variety of programs designed to meet their needs. Ánimo Mae Jemison EL students are enrolled in both designated ELD and integrated ELD courses. Designated ELD courses include Academic English Essentials, and Sheltered core ELA classes in which ELs are placed to receive strategic language development support based on the CA ELD Standards. ELs also receive integrated ELD support in all other content areas, in which instruction includes both a focus on content and CA ELD Standards to support ELs with English language proficiency across content areas. These programs are built into the individual school’s master schedule and take place within the school day. Ánimo Mae Jemison works with the Green Dot Human Resources (HR) and Human Capital Departments 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 Green Dot adopted and state mandated assessments. The data from these assessments are used for student placement in EL programs, the determination of which programs are needed at a particular school site, and reclassification. The data is reviewed by the EL teachers, English Department and school administration which makes recommendations to the District English 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 during the spring ELPAC Summative Window until re-designated as fluent English proficient.

Ánimo Mae Jemison shall notify all parents of ELPAC results within thirty days of receiving results. A formal letter will be mailed to all students and, per request, a parent conference will be held to explain and/or clarify any pending questions about testing, courses offered or reclassification.

Strategies for English Learner Instruction and Intervention

Ánimo Mae Jemison 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.

Ánimo Mae Jemison EL students will be placed in a Designated ELD class to provide ELD support driven by the ELD standards and the Green Dot Designated ELD principles. In addition, all teachers will be trained in SDAIE techniques, the Green Dot Integrated ELD principles and use the CA ELD Standards in conjunction with content standards to drive instruction. Professional development guides teachers in the use of ELPAC data to differentiate instruction based on the student's levels of language proficiency. Strategies include Precision and Productive Partnering, Kate Kinsella's Sentence Frames, and explicit language instruction in order to provide students with rigorous curriculum with appropriate supports so that they stay in the apprenticeship zone with high challenge and high support. The ELA/ELD framework support teachers to build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.⁶ All teachers will have a CLAD certification or a California Commission on Teacher Credentialing recognized equivalent.

Sample Designated Course Options:

- Newcomer ELD
- Sheltered ELA
- ELD Read 180
- ELD Academic English Essentials (English 3D)
- ELD Advisory

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 (Level 4) with no less than 3 on the Oral or Written Composite (I).
- 2) Grade Appropriate Reading Inventory score (Lexile):
 - 6th grade > 650
 - 7th grade > 650
 - 8th grade > 650
 - 9th grade > 750
 - 10th-12th grades > 800

⁶ California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

- 3) Teacher approval and/or grade of C or better in most recent English class.
- 4) Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting.
- 5) Reclassify Student as Fluent English Proficient.
 - Place dated reclassification form signed by the English teacher in the student’s file.
 - Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.
- 6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
 - After fall ELPAC data is published
 - After spring ELPAC data is published
- 7) Monitor the academic progress of RFEP students for four years.
 - If a student scores Below Basic or Far Below Basic on SBAC, a Tier 1, 2, or 3 intervention is initiated as appropriate.
 - Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
 - If a student is failing core academic classes, MTSS monitoring will be triggered.

Gifted and Talented Students and Students Achieving Above Grade Level

The curriculum at Ánimo Mae Jemison 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 quarterly 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.⁷ 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.⁸ Differentiated learning classrooms, may include Honors or 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 middle school career, students found to be achieving above grade level will have an opportunity to excel through activities such as:

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

⁷ “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009

⁸ 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).

Sports, Clubs and Community Service Activities

Ánimo Mae Jemison 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 offer a variety of boys' and girls' sports. Sports are offered based on student interest and demand. Practice and game facilities are secured through partnerships with local parks, recreation centers, and in some cases, District facilities.

Clubs

Ánimo Mae Jemison offers 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 take advantage of charter status flexibility in adjusting our schedule to allow these activities.

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 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 |
|----------------------|---|
| 7:15-7:45 | 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 7:45, the bell rings, and our group immediately heads Period 1. |
| 7:45-8:20 | 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! |
| 8:25 -9:20 | I head with several classmates to Drama class. We are learning about improvisation and practicing it small groups. |
| 9:25-10:20 | During Math Foundations I'm able to work in a smaller group setting to go over the material we'll be covering next period. I love having a chance to ask questions and work with my classmates! |
| 10:25-11:20 | Math! It's definitely my hardest subject this year. I review the math "Do Now" on the whiteboard and begin to tackle the problem. After our class finishes the "Do Now", we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my Math teacher's office hours so I can work on this with her. |
| 11:20 –12:00 | During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school. |
| 12:00 – 12:55 | Arriving at English class, my English teacher greets me with a "Good morning, Maria" and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group's interpretation. |
| 1:00 – 1:55 | 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. |
| 2:00 – 2:55 | We're starting a new unit today in Ancient Civilizations. I'm so excited to learn about things happening around the world. |

Dissemination of Practice

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

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

Because Green Dot has a network of charter schools, LAUSD will benefit even further because Green Dot can disseminate best practices not only from Ánimo Mae Jemison 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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

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

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

Ánimo Mae Jemison 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, including emerging technologies • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community |

Ánimo Mae Jemison’s Goals, Actions and Services from its Local Control and Accountability Plan

| LCFF STATE PRIORITIES | |
|---|--|
| GOAL #1 | |
| Provide for Basic Services | <p style="text-align: center;">Related State Priorities:</p> <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 |
| | <p style="text-align: center;">Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> : |
| Specific Annual Actions to Achieve Goal | |
| <p><i>Outcome A:</i></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 department will regularly review credential status • Administrators will check teacher credentials before developing the school’s master schedule⁹ <p><i>Outcome B:</i></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><i>Outcome C:</i></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 needed¹⁰ • 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><i>Outcome D:</i></p> <ul style="list-style-type: none"> • Administrators and counselors will assess student needs to inform master schedule • School will offer at least one elective course <p><i>Outcome E:</i></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 Measureable Outcomes | |
| <p>Outcome A: <i>Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching</i></p> <p>Metric/Method for Measuring: <i>Percent of credentialed teachers</i></p> | |

⁹ Green Dot Credentials Specialist will maintain on the file the credentials, teaching permits or waivers that authorize individuals to teach in the schools. Administrators will confirm teacher credentials with the Credentials Specialist.

¹⁰ The master schedule will include non-core courses as needed.

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|------------------|------------------|------------------|------------------|------------------|
| All Students (Schoolwide) | 82% | 100% | 100% | 100% | 100% | 100% |
| Outcome B: <i>Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition¹¹</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 C: <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 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 D: <i>Students will be offered 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 | 1 or more | 1 or more | 1 or more | 1 or more | 1 or more |
| Outcome E: <i>School facilities are maintained in good repair</i> | | | | | | |
| Metric/Method for Measuring: <i>90% in good or exemplar repair</i> | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| All Students (Schoolwide) | 95% | Greater than 90% | Greater than 90% | Greater than 90% | Greater than 90% | Greater than 90% |

¹¹ This outcome is applicable to all courses.

| 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 F, G, H:*
- 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 I, J:*
- Annual ELPAC results will be tracked
 - Based on student needs, EL students will receive differentiated support, which could include in-class instructional support, 1-on-1 teacher support and/or small group instruction
 - Teachers will use SDAIE and ELD instructional strategies
 - Teachers will be provided with ELD professional development
 - The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports
 - The Green Dot Education Team will review progress of ELD students once per year at a program review¹²

Expected Annual Measureable Outcomes

Outcome F: Increase the percent of students scoring Met Standard and above on SBAC ELA assessments or outperform statewide average
Metric/Method for Measuring: Percent of students scoring Met Standard or above on SBAC

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|----------|---|---|---|---|---|
| All Students (Schoolwide) | 27% | 28% or greater than the statewide average | 29% or greater than the statewide average | 30% or greater than the statewide average | 31% or greater than the statewide average | 32% or greater than the statewide average |
| Socioecon. Disadv./Low Income Students | 27% | 28% or greater than the statewide average | 29% or greater than the statewide average | 30% or greater than the statewide average | 31% or greater than the statewide average | 32% or greater than the statewide average |
| African American Students | 10% | 11% or greater than the | 12% or greater than | 13% or greater than the | 14% or greater than | 15% or greater than |

¹² The program review is a comprehensive data analysis completed by the Area Superintendent and the administrative team of the school site. This review of the progress of ELD students is in addition to the requirements specified in the EL Master Plan.

| | | | | | | |
|----------------------------|-----|---|---|---|---|---|
| | | statewide average | the statewide average | statewide average | the statewide average | the statewide average |
| Latino | 30% | 31% or greater than the statewide average | 32% or greater than the statewide average | 33% or greater than the statewide average | 34% or greater than the statewide average | 35% or greater than the statewide average |
| English Learners | 1% | 2% or greater than the statewide average | 3% or greater than the statewide average | 4% or greater than the statewide average | 5% or greater than the statewide average | 6% or greater than the statewide average |
| Students with Disabilities | 0% | 1% or greater than the statewide average | 2% or greater than the statewide average | 3% or greater than the statewide average | 4% or greater than the statewide average | 5% or greater than the statewide average |

Outcome G: Increase the percent of students scoring Met Standard and above on SBAC Math assessments or outperform statewide average

Metric/Method for Measuring: Percent of students scoring Met Standard and above on SBAC

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|----------|---|---|---|---|---|
| All Students (Schoolwide) | 17% | 18% or greater than the statewide average | 19% or greater than the statewide average | 20% or greater than the statewide average | 21% or greater than the statewide average | 22% or greater than the statewide average |
| Socioecon. Disadv./Low Income Students | 17% | 18% or greater than the statewide average | 19% or greater than the statewide average | 20% or greater than the statewide average | 21% or greater than the statewide average | 22% or greater than the statewide average |
| African American Students | 5% | 6% or greater than the statewide average | 7% or greater than the statewide average | 8% or greater than the statewide average | 9% or greater than the statewide average | 10% or greater than the statewide average |
| Latino | 19% | 20% or greater than the statewide average | 21% or greater than the statewide average | 22% or greater than the statewide average | 23% or greater than the statewide average | 24% or greater than the statewide average |
| English Learners | 0% | 1% or greater than the statewide average | 2% or greater than the statewide average | 3% or greater than the statewide average | 4% or greater than the statewide average | 5% or greater than the statewide average |
| Students with Disabilities | 4% | 5% or greater than the | 6% or greater than the statewide average | 7% or greater than the | 8% or greater than the statewide average | 9% or greater than the statewide average |

| | | statewide average | | statewide average | | |
|--|-------------------|------------------------|----------------------|----------------------|----------------------|----------------------|
| Outcome H: 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) | N/A ¹³ | Meet or Exceed | Meet or Exceed | Meet or Exceed | Meet or Exceed | Meet or Exceed |
| Outcome I: 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 | 8% | +/-5% of 8% or greater | Previous Year +/- 5% | Previous Year +/- 5% | Previous Year +/- 5% | Previous Year +/- 5% |
| Outcome J: Increase the percent of EL students scoring “Level 3” and “Level 4” on the California English Language Proficiency Assessment for California (“ELPAC”) annual assessment | | | | | | |
| Metric/Method for Measuring: Percent scoring “Level 3” or “Level 4” | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
| English Learners | 28% | 28% +/-5% | Previous Year +/- 5% | Previous Year +/- 5% | Previous Year +/- 5% | Previous Year +/- 5% |

¹³ API was not calculated for the previous school year.

| 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 K:

- *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*

Expected Annual Measureable Outcomes

Outcome #16: School will maintain low cohort dropout rates or lower than 8%

Metric/Method for Measuring: *Cohort dropout rate*

| APPLICABLE STUDENT GROUPS ¹⁴ | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|--|--|--|--|--|--|
| All Students (Schoolwide) | N/A – middle schools do not have a state reported rate | N/A – middle schools do not have a state reported rate | N/A – middle schools do not have a state reported rate | N/A – middle schools do not have a state reported rate | N/A – middle schools do not have a state reported rate | N/A – middle schools do not have a state reported rate |

¹⁴ Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

| 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 L:

- 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

Outcome M:

- 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
-

Outcomes N and O:

- School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc.¹⁵
- School will promote positive behavior supports
- School will implement consistent classroom behavior expectations school-wide
- Administrators and the School Culture 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 Measureable Outcomes

Outcome L: School will maintain a high Average Daily Attendance (“ADA”) rate

Metric/Method for Measuring: ADA rate

| APPLICABLE STUDENT GROUPS ¹⁶ | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|-------------|-------------|-------------|-------------|-------------|
| All Students (Schoolwide) | 98% | 90% or more | 90% or more | 90% or more | 90% or more | 90% or more |
| Socioecon. Disadv./Low Income Students | 98% | 90% or more | 90% or more | 90% or more | 90% or more | 90% or more |
| African American Students | 97% | 90% or more | 90% or more | 90% or more | 90% or more | 90% or more |
| Latino Students | 98% | 90% or more | 90% or more | 90% or more | 90% or more | 90% or more |

¹⁵ In-school suspension, lunch detention and saturday school are alternatives to suspension and are meant to be representative not inclusive of all strategies a school may select to use.

¹⁶ Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

Ánimo Mae Jemison Charter Middle School (2019-2024)

| | | | | | | |
|----------------------------|-----|-------------|-------------|-------------|-------------|-------------|
| English Learners | 98% | 90% or more | 90% or more | 90% or more | 90% or more | 90% or more |
| Students with Disabilities | 96% | 90% or more | 90% or more | 90% or more | 90% or more | 90% or more |

Outcome M: School will decrease student chronic absenteeism rate or less than 10%

Metric/Method for Measuring: Chronic absenteeism rates

| APPLICABLE STUDENT GROUPS ¹⁷ | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 4% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% |
| Socioecon. Disadv./Low Income Students | 4% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% |
| African American Students | 11% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% |
| Latino Students | 3% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% |
| English Learners | 3% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% |
| Students with Disabilities | 7% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% | Lower than 10% |

Outcome N: 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 ¹⁸ | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|---------------|---------------|---------------|---------------|---------------|
| All Students (Schoolwide) | 12% | Less than 11% | Less than 10% | Less than 9% | Less than 8% | Less than 7% |
| Socioecon. Disadv./Low Income Students | 11% | Less than 10% | Less than 9% | Less than 8% | Less than 7% | Less than 6% |
| African American Students | 20% | Less than 19% | Less than 18% | Less than 17% | Less than 16% | Less than 15% |
| Latino Students | 9% | 5% or less | 5% or less | 5% or less | 5% or less | 5% or less |
| English Learners | 10% | Less than 9% | Less than 8% | Less than 7% | Less than 6% | 5% or less |
| Students with Disabilities | 0% | 5% or less | 5% or less | 5% or less | 5% or less | 5% or less |

Outcome O: School will maintain a low annual expulsion rate less than 0.5%

Metric/Method for Measuring: Expulsion rate

| APPLICABLE STUDENT GROUPS ¹⁹ | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| All Students (Schoolwide) | 0.4% | Lower than 0.5% | Lower than 0.5% | Lower than 0.5% | Lower than 0.5% | Lower than 0.5% |
| African American Students | 0.0% | Lower than 0.5% | Lower than 0.5% | Lower than 0.5% | Lower than 0.5% | Lower than 0.5% |

¹⁷ Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

¹⁸ Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

¹⁹ Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

| | | | | | | |
|-----------------|------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Latino Students | 0.3% | 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 |
| | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : |

Specific Annual Actions to Achieve Goal

Outcome P:

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

Outcome Q:

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

Outcome R:

- 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 Measureable Outcomes

Outcome P: At least 2 parents will serve on the School Advisory Council ("SAC")

Metric/Method for Measuring: Number of parents on SAC

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------------|------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| All Students (Schoolwide) | Met target | At least 2 parents | At least 2 parents | At least 2 parents | At least 2 parents | At least 2 parents |

Outcome Q: At least 2 parent activities or events will be held per semester

Metric/Method for Measuring: Number of parent activities

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------------|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All Students (Schoolwide) | Met target | At least 2 activities | At least 2 activities | At least 2 activities | At least 2 activities | At least 2 activities |

Outcome R: Students, families and the school community will feel a sense of connectedness

Metric/Method for Measuring: School survey, at least 80% of responders would recommend this school to a friend

| APPLICABLE STUDENT GROUPS | Baseline | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------------|----------|--------------|--------------|--------------|--------------|--------------|
| All Students (Schoolwide) | 91% | At least 80% | At least 80% | At least 80% | At least 80% | At least 80% |

The school will monitor the California Department of Education's California School Dashboard as information becomes available regarding measureable outcomes for all indicators, including the college and career state indicator.

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. Placement exams are administered during an orientation day in the spring, summer bridge or shortly after a student enrolls for those who do not participate in summer bridge. Comparable tests are given at the end of the year to measure progress. The ELPAC exam is administered at the within the first 30 days of enrollment to any student who speaks a language other than English to determine English language proficiency. The ELPAC is also administered in the spring to all students classified as English learners until students are designated English fluent and reclassified.
- **State-Required Standardized Tests:** All state-required tests are given and analyzed closely. 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 quarterly 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 three times per year. The iReady assessment will be given to all students to measure Quantile growth twice per year. These metrics will monitor student and cohort level growth.
- **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 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)

Ánimo Mae Jemison established targets for ELA and Math on the SBAC Common Core assessment from baseline data received from the 2016-17 administration of the test. LCAP goals and targets may be adjusted based on the school's annual update and reflection on prior year academic achievement. Ánimo Mae Jemison will strive to achieve targets and expects to be held to the same accountability standards as District schools.

Measuring Progress Towards Outcomes: Formative Assessment

All students will be held accountable to the Common Core standards and CA State standards and supported to reach the Green Dot objectives for performance. Ánimo Mae Jemison will use quarterly 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 |
|------------------------------|---|--|----------------------------------|
| 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 & 3 times per year |
| | | Green Dot Common Assessment (quarter) | Quarterly |
| | | Timed Writing (formative & summative) | 2 times per year |
| | | ELA SBAC (summative) | Spring |
| English Language Development | - Students will gain increasing control of the ability to understand, speak, read and write in English | Home Language Survey (formative) | Summer Bridge |
| | | ELPAC (formative) | Summer Bridge |
| | | & 2 times per year * (formative & summative) | Throughout school year |
| | | EDGE* (formative & summative) | Throughout school year |
| History/ Social Science | - Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view - Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American History | Green Dot Common Assessment (quarter) | Quarterly |
| | | Glencoe* History / Teacher Created Tests (formative) | Throughout school year |

| Subject Area | Aligned State Standards | Assessment | Time(s) Given |
|--------------------|--|---|------------------------|
| Mathematics | <ul style="list-style-type: none"> - 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 (quarter) | Quarterly |
| | | Carnegie Math/Teacher Created Tests (formative) | Throughout school year |
| | | Math SBAC (summative) | Spring |
| Science | <ul style="list-style-type: none"> - 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 (quarter) | Quarterly |
| | | California Science Test (CAST) summative) | Spring |
| | | Teacher Created Tests (formative) | Throughout school year |
| 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.

Ánimo Mae Jemison agrees to the following:

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

In addition to passing the required number of courses appropriately distributed, graduating students complete a capstone 8th grade project that demands evidence of student learning for their three years of education at Ánimo Mae Jemison, 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 8th grade year, such students will present a portfolio documenting their learning growth and acquisition of skills such as:

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

Data Analysis and Reporting

The achievement of Ánimo Mae Jemison will be measured in both growth and absolute measures and will be compared to the achievement of LAUSD Resident schools that are similar in demographics and other characteristics (e.g., proximity to school, incoming student performance). Additionally, Ánimo Mae Jemison will analyze the school's academic performance by using publicly available data to compare the academic achievement of its students to the academic achievement of comparison District schools, and ensure that Ánimo Mae Jemison is also serving similar demographic characteristics as LAUSD neighborhood schools. Ánimo Mae Jemison will also evaluate itself based on the criteria used by its authorizer's Charter Schools Division.

Role of Data to Monitor and Improve the Academic Program

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

Ánimo Mae Jemison 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 Reading Inventory and this test determines a student's lexile level so that Ánimo Mae Jemison can determine which students are reading at a Basic, Below Basic, or Far Below Basic level. The math test is the iReady assessment used to determine math proficiency. Students who score Basic, Below Basic, or Far Below Basic on the reading assessments are placed in a year-long Read 180 course to support them in language arts. Students who Basic, Below Basic, or Far Below Basic on the math assessments may be placed in a course specially designed to support them in their math classes.

Ánimo Mae Jemison staff will also use data from state assessments, diagnostic assessment (e.g. RI and iReady) and classroom assessments on a quarterly basis to inform instruction and student placement. Ánimo Mae Jemison will use all of these indicators to monitor student growth and school progress. Teacher recommendations of student performance the prior year may contribute to the placement of students. Should a parent or student question their academic placement in a course, a parent conference will be held to review

applicable data with an administrator, counselor and/or teacher. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to discussions about the types of assessments each teacher uses as well as the ways in which teachers are grading. Administrators may provide professional development for the whole school or individual departments on grading practice based on needs. Administrators may audit gradebooks on a bi-weekly basis to assess teachers grading practices and provide support as needed.

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

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

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

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

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

required testing (e.g., state-required tests, proficiency tests), develop evaluative comparisons with similar populations using disaggregated data, set priorities for professional development, and assist with the allocation of resources.

In addition, Ánimo Mae Jemison has 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 Rate²⁰ • 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 |

²⁰ Retention rate is defined as year over year cohort retention of students, or how many students are electing to return each year.

| | Measure | Analyze | Develop Action Plan and Set Goals |
|----------------------|---|--|--|
| 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’s governing board will hold the principal of Ánimo Mae Jemison ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Ánimo Mae Jemison staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at Ánimo Mae Jemison will be based upon constant reflection and improvement.

As California begins implementation of the Every Student Succeeds Act (“ESSA”), Ánimo Mae Jemison will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Ánimo Mae Jemison 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, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. Ánimo Mae Jemison may also implement extended learning for students falling behind who need extra help. Ánimo Mae Jemison will participate in all assessments required by the State of California. Furthermore, Ánimo Mae Jemison is a WASC accredited school through June 30, 2021.

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

Grading, Progress Reporting and Promotion/Retention

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

Grading

Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course’s syllabus and review the grading policy with the school site principal for approval. Ánimo Mae Jemison’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/Retention

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year. Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Science, History and Writing. The school considers multiple measures such as attendance, course grades, academic data, and age/maturity.

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.

Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²¹

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

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

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

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

²¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

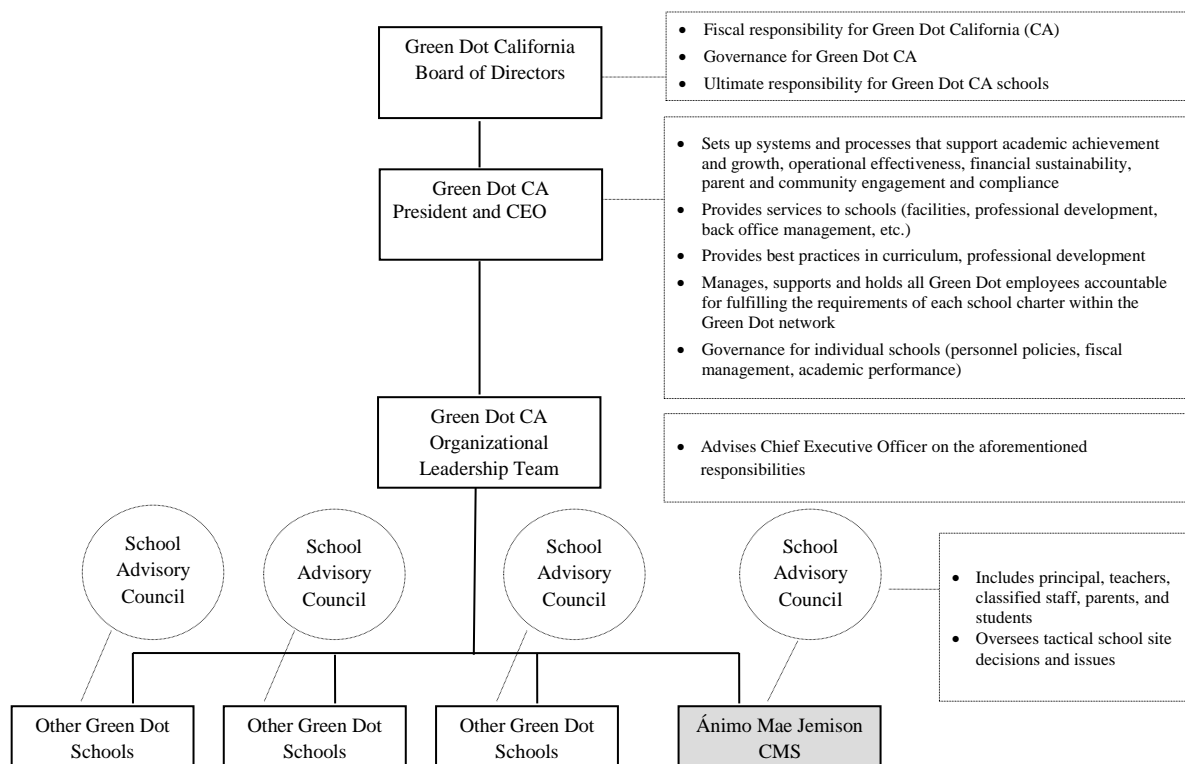
FEDERAL PROGRAM COMPLIANCE

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

Nonprofit Public Benefit Corporation

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

Green Dot Governing Structure



Green Dot California Board Membership

The Green Dot California Board frequently discusses additions to its membership based on the need to add expertise and/or balance representation of the communities served by Ánimo Mae Jemison and other Green Dot California schools. The California Board is a self-perpetuating board. California Board members are elected or re-elected at an annual, regular or special meeting of the California Board. Once a person is nominated for election to the 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. Unless a California Board member dies, resigns or is removed from office by action of the California Board, each California Board members generally holds office for a term expiring on the second 31st of December occurring after the date the California Board member takes office. The California Board may provide that the initial term of a California Board member expires on the first 31st of December occurring after the date the California Board member takes office to provide for staggered expiration of the terms of California Board members. After an initial term, California Board members generally are up for re-election every two years with no limitation on additional 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 Green Dot's strategic direction;
- 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 each Green Dot 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 and elect 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 public schools are established. The California Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to the California President and Chief Executive Officer and/or 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, Green Dot's Organizational Leadership Team ("OLT") members) designated by the Board; describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of 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. 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 Los Angeles, remain informed of matters pertaining to Green Dot and Ánimo Mae Jemison. 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 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 or within the County of Los Angeles;
2. All votes taken during a teleconference meeting shall be by roll call;
3. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location, one of which shall be located within the jurisdictional boundaries of the District when discussing or transacting business of a charter authorized by the District; and
6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Organizational Leadership Team

The OLT serves in an advisory capacity for the President and Chief Executive Officer of Green Dot California. The President and Chief Executive Officer is responsible for the majority of the policy setting decisions not in conflict with the duties reserved for, or imposed by law upon, the Board, including but not limited to the following: develop general policies of the school; recommend and monitor the school's annual budget; ensure operation of the school in accordance with the charter and the law; and hiring the school's principal. In addition, the President and Chief Executive Officer, with the support and advisement of the OLT, is responsible for setting up systems and processes that support academic

achievement and growth, operational effectiveness, financial sustainability, parent and community engagement, and compliance across the network of schools. The President and Chief Executive Officer and OLT are required to manage, support and hold accountable all Green Dot California employees to fulfill the requirements of each charter petition within the Green Dot California network.

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

Composition of Green Dot California Board of Directors

The Green Dot California Board of Directors 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. Green Dot California Board Members have a range of expertise, but a common commitment to improving educational outcomes for students in low-income, high need communities. Board members must be re-elected at the end of each term. New candidates nominated to the Green Dot California's Board in the future will be reviewed based on their professional background, community involvement and commitment to Green Dot California's mission to prepare students for college, leadership and life.

Green Dot California's Board members have diverse backgrounds and expertise. Green Dot California's Board members specialize in legal work, management, strategy planning, communications, education and accounting. GDPSC is committed to maintaining a wide breadth of knowledge, culture and specializations on the Board of Directors. Complete biographies of Board members are available on Green Dot California's website.

School Administration

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

School Advisory Council and District English Language Advisory Council (DELAC)

The SAC develops, maintains, reviews and approves the Charter School's Single School Plan, reviews the school's strategic plan, monitors its implementation throughout the year, provides numerous opportunities for students and parents to contribute to the school's operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the 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 posted in the main office and open to the public. The SAC shall be composed in the following manner to ensure parity:

- Half of the SAC members shall consist of the principal, classroom teachers (selected by the teachers at the Charter School), and other school personnel (selected by other school personnel at the Charter School). Classroom teachers shall make up the majority of this group.

- The remaining half of the SAC members shall consist of equal numbers of Charter School students (selected by the Charter School's Student Council) and Charter School parents, or other community members as selected by the Charter School's parents.

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

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

1. Development of a district EL master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the Single Plan for Student Achievement;
2. Conducting of a Green Dot-wide needs assessment on a school-by-school basis;
3. Establishment of district program, goals, and objectives for programs and services for English Learners;
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements;
5. Review and comment on the Charter School's reclassification procedures;
6. Review and comment on the written notifications required to be sent to parents and guardians; and
7. Review and comment on development of the Local Control and Accountability Plan (LCAP).

Parent Involvement and Communication

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

Services Provided by Green Dot Public Schools California

Green Dot has developed and is continually growing a lean corporate organization with expertise in curriculum, professional development, finance, facilities, operations, politics, fundraising and other key areas relevant to operating successful public high schools and middle schools and driving reform. Green Dot will provide a number of services to Ánimo Mae Jemison 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 on behalf of Ánimo Mae Jemison. In this capacity, the Board and President and Chief Academic Officer (i) set up systems and processes that support academic achievement and growth, operational effectiveness, financial sustainability, parent and community engagement and compliance, (ii) manage, support and hold all employees accountable for fulfilling the requirements of the school charter, and (iii) provide governance for Ánimo Mae Jemison (e.g., developing school policies, employee handbook, finance and accounting policies).

Recruiting

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

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

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

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

Facilities

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

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

Curriculum Development

As discussed above, Green Dot’s Education Team has developed a menu of curriculum options to be used by each Green Dot school. The recommended curriculum will include a variety of options for courses (particularly electives), textbooks, and teaching strategies that Green Dot believes will deliver the best student results. The Education Team will work with principals and lead teachers before the start of each new school to determine the most appropriate curriculum for each school. The Education Team will also meet with principals regularly to further refine their schools’ curriculum and ensure that the curriculum is

being delivered effectively. In addition, the Education team will provide Ánimo Mae Jemison with a plan to assess student achievement and growth.

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

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

Professional Development

Professional development for Ánimo Mae Jemison'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.

Budgeting

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

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

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

Purchasing

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

Operations

The Green Dot Home Office also provides Ánimo Mae Jemison 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.

Services Provided by Green Dot Public Schools California with Support from Green Dot Public Schools National

Green Dot California contracts with Green Dot National to provide additional services and supports to schools. Green Dot California and Green Dot National assess the service agreement annually.

Facilities Financing

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

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

Fundraising

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

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

Back Office Support

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

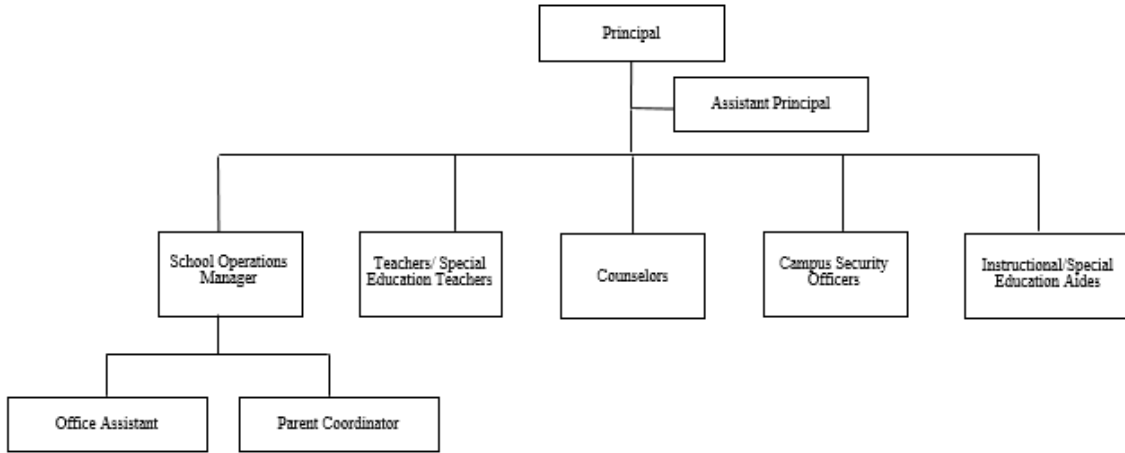
Daily Service:

- *Payroll:* All payroll and related tasks will be carried out at Green Dot.
- *Accounting:* Green Dot executes all general ledger activities.
- *Purchase Orders:* All purchase orders and invoices for the school will be executed by Green Dot. The principal can request purchase orders. Green Dot’s Account Payable will then work with the

school operations manager to make sure the purchase order matches the invoice and product is shipped appropriately.

- *Federal Programs*: The Home Office helps manage and ensure compliance to all state and federal programs.

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.

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Ánimo Mae Jemison will hire a diverse faculty composed of the best staff possible. We will achieve this goal by continuing our national search to hire the highly effective school leaders, teachers and staff members. This includes contacting the top graduate and education programs in the country and publicizing Ánimo Mae Jemison 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 (“SEPA”)

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)

Administrator-in-Residence Job Description

Green Dot’s year-long, paid Administrator-in-Residence Program gives individuals the opportunity to shadow Green Dot principals, work in a school leadership capacity at multiple Green Dot sites, partner with Green Dot home office support staff on special projects, and benefit from a structured curriculum aligned with national and regional standards for school leadership development. The goal of the Administrator-in-Residence Program is to induct and train future Green Dot school administrators in the following areas:

- Green Dot philosophy, core values, and education model
- Instructional Leadership
- People Management
- Resource Management
- School Culture

The program provides ongoing support for the Administrators in Residence as they develop their philosophy of education and leadership and as they develop key foundational elements prior to being hired as an administrator at a Green Dot Public School.

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
- Work 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
- Provide 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
- Collaborate 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

- Provide direct support to student success teams (SST) and 504 teams by developing intervention plans for at-risk-students
- Provide 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
- Maintain accurate and complete student records, and prepares IEPs for students on caseload, as required by laws, district policies, and administrative regulations
- Participate 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
- Coordinate: 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

Athletic Director Job Description

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

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

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

Clinical Supervisor

- Serve as a member of the Clinical Services Team, MTSS team, and Coordinated Of Services Team to ensure that mental health programs are meeting goals and objectives of Green Dot Public Schools
- Collaborate with School Leaders to ensure that the mental health needs of Green Dot Public Schools are being appropriately and adequately addressed
- Provide ongoing crisis intervention and case management services to all sites and required personnel
- Assist in the assessment of the psychosocial needs of clients and families and work closely with school staff to meet the psychosocial needs of clients and families
- Serve as a liaison between clients, clinical staff, and school staff
- Supervise and support a team of Interns to provide direct individual and group clinical supervision
- Manage and respond to day-to-day concerns related to interns and trainee performance and needs
- Collaborate with the Clinical Services Lead regarding intern training, documentation, and additional Clinical Services related activities
- Assist in the development and facilitation of on-going professional development and development of program educational materials and training manuals
- Complete evaluations of interns and trainees for graduate schools
- Carry a small caseload of clients if needed at a school
- Coordinate with community partners that assist in providing social-emotional supports
- Participate in case conferences, staff meetings, and other meetings and trainings as directed

School Operations Manager Job Description

- Manage school operations team; sets both performance and development goals for the Parent Coordinator and Office Assistant; collaborate with the broader Green Dot school operations staff learning community, including other School Operations Managers, to drive operational best practices across the region
- Oversee procurement and purchasing for the school including placing orders, inventorying items received and handling returns/exchanges. Manage cash receipts, deposits, payroll, 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
- Manage the student information system and attendance reporting and intervention process; coordinates with Green Dot's Knowledge Management Team with regards to data audits and

reporting; ensure confidentiality and security of files and all information pertaining to students, parents, staff, and community

- Oversee the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health
- Manage routine maintenance requests for school in Green Dot's work order system, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Green Dot's Facilities Team to implement school facility projects
- Manage enrollment cycle at the school and admissions and enrollment database with support from Green Dot's Operations Team, including student recruitment, lottery and waitlist management and parent enrollment orientations
- 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
- Plan and coordinate logistics for school events and activities as needed, including back to school nights and parent conferences/meetings; coordinates with bus company for regular and field trip transportation
- Ensure compliance requirements are completed on time
- Oversee other tasks or special projects as needed

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 Aide Job Description

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

mathematics. Instructional Aides will be assigned to work with a small group of special education students in general education classrooms.

Credentials, Requirements, and Qualifications of Staff

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

Principal's Experience & Education Qualifications

- A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience 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.
- Bilingual (English/Spanish) highly desirable.

Assistant Principal's Experience & Education Qualifications

- A minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement.
- Experience 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.
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Administrator-in-Residence Experience & Education Qualifications

- Minimum of 5 years teaching experience, preferably at the middle or high school level, with a history of improving student achievement
- Experience working in an urban school setting
- Experience with leadership roles (mentor teacher, department chair, assistant principal, etc.)
- 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 clear California teaching credential or out of state equivalent
- A passion for improving urban high schools and driving education reform
 - Experience coaching teachers &/or demonstrated ability

- Ability to establish/foster a positive and safe school culture
- Understanding of effective professional development
- Understanding of effective instruction
- Ability to think strategically about how to engage stakeholders (family, community, teachers, students, etc.)

Teacher's Experience & Education Qualifications

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

Athletic Director's Experience & Education Qualifications

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

Counselor's Experience & Education Qualifications

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

- Ability to represent the school in a positive way.
- Ability to understand student maturity levels and the process of goal selection.
- Ability to help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities.
- Ability to understand test construction and interpret educational test data.
- Ability to motivate students and provide academic incentives for success.
- Ability to understand the unique social-emotional needs of individual students.

Clinical Supervisor

- Masters in Social Work
- Current CA LCSW license required
- Successful supervisory and/or therapy experience in a school-based setting
- Current CA Pupil Personnel Services (PPS) Credential in School Social Work is preferred
- Bilingual – Spanish fluency in both written and oral language is preferred
- A passion for supporting students, families and schools
- Ability to take initiative and follow through on projects and programs
- Ability to both work independently and collaborate at a high level of professionalism

School Operations Manager Experience & Education Qualifications

- Bachelor's degree from an accredited college or university required
- Minimum two years of professional experience; four preferred with at least one year experience managing others or multiple large scale projects
- Demonstrated initiative, leadership and tenacity
- Acute attention to detail coupled with the ability to think and act strategically
- Strong analytical, critical thinking and problem solving skills
- Prior school experience a plus
- Spanish language fluency a plus
- Excellent interpersonal and communication skills (written and oral)
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to maintain a positive, "can-do" attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information.
- Commitment to the mission of Green Dot Public Schools

Parent Coordinator's Experience & Education Qualifications

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

Campus Aide's Experience & Education Qualifications

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

Instructional/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 process for staff selection is outlined in Element 1.

Union Membership

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

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

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

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;

- Comprehensive health and safety plan (covering earthquake and fire drills, terrorist threat, child abuse etc.), including how the school will maintain campus safety for students and employees.
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- A policy relating to blood-borne pathogens;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Cal/OSHA, the California Health and Safety Code, and the Healthy Schools Act, and EPA;
- Screening for vision, hearing, and scoliosis, if applicable under CA Ed Code section 49450 et seq.;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Ánimo Mae Jemison 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.

Two members of Green Dot's Human Resources department will be the Custodians of Records per California Department of Justice requirements for Green Dot Public Schools.

Security

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

Student Health

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

All Green Dot schools participate in one or more of the federally reimbursable school nutrition programs in order to provide healthy, nutritious meals to students during and after the school day, which include the School Breakfast Program, National School Lunch Program, Afterschool Snack Program, and Child and Adult Food Care Program (Supper). All meals served meet or exceed the federal regulations and guidance stemming from the Healthy and Hunger-Free Kids Act of 2010. Student health and wellness is also promoted through Physical Education classes and athletics programs, nutrition education, and involvement of parents, students, school administrators, school food service representatives, and the community through School Advisory Council meetings.

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Every effort will be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold several informational meetings during the winter and spring of each school year, where we will share information about Ánimo Mae Jemison with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). These methods have proved very successful at Green Dot’s existing schools and Green Dot will continue to make efforts to comply with the order from Crawford et al. v. Board of Education of the City of Los Angeles (1976) 17 Cal.3d 280.

While open to all students, Ánimo Mae Jemison will seek to serve the students who reside in Watts and the surrounding area. The community-based recruiting effort will start in the Fall of each year of the petition and annually may include:

- 1) Direct middle school recruiting at schools such as: 122nd Street Elementary, 118th Street Elementary, 116th Street Elementary, William McKinley Jr. Elementary and Avalon Garden Elementary – Ánimo Mae Jemison hopes to make classroom presentations at public feeder schools and feeder charter schools;
- 2) Mailings – Ánimo Mae Jemison intends to send out flyers to area families informing them of the option to apply;
- 3) Open house meetings – Ánimo Mae Jemison will host numerous open houses throughout the recruiting period to inform parents about the school;
- 4) Community partnerships – Ánimo Mae Jemison will work community leaders to “get the word out” about the school;

- 5) Community walks – Ánimo Mae Jemison may go door to door, talk to families, and hand out information about the school; and
- 6) Direct advertising – Ánimo Mae Jemison may advertise in local media, including Spanish-language newspapers, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language Ánimo Mae Jemison deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo Mae Jemison reflective of the surrounding community and LAUSD.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Ánimo Mae Jemison will use the PowerSchool software program to track demographic information on each individual student.

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

Ánimo Mae Jemison will provide to LAUSD all requested information using District forms, including the ethnic survey. The Charter School will provide LAUSD with data for the District’s integrated student information system (MiSiS) for all enrolled students to assist with compliance monitoring. After the Charter School submits the ethnic survey information during the first year of operation, Budget Services, Financial Planning Division and Office of Student Integration Services will use the information listed below for compliance purposes:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade levels
- List of Register-Carrying Teachers in Classrooms
- List of all highly qualified Certificated Personnel in core subjects if defined in Every Student Succeeds Act and State policy and regulation
- List of Emergency Credentialed Teachers in non-core subjects
- Unfilled Classroom Teacher Positions
- Fiscal Year-End Financial Report
- Number of Students Living Outside the LAUSD Attendance Area

Ánimo Mae Jemison will monitor the implementation and outcomes of its plan and make adjustments as needed. Ánimo Mae Jemison will provide a copy of the recruitment plan to LAUSD upon request.

Element 8: Admissions Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

In accordance with AB 699 enacted on October 4, 2017, the school’s non-discrimination provision shall include immigration status.

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, immigration status, 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.

Admissions Requirements

Ánimo Mae Jemison 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.

Student Recruitment

Ánimo Mae Jemison is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. As with other Green Dot schools, Ánimo Mae Jemison tailors its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. All of the methods outlined in Element 7, Means to Achieve Racial and Ethnic Balance, are reflective of this mission. Specific activities that will be employed by Ánimo Mae Jemison include:

- The use of English and Spanish marketing 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 with siblings currently enrolled at Ánimo Mae Jemison who reside within LAUSD boundaries²²
- Children of Green Dot California and Green Dot National regular employees who reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- All other students who reside within LAUSD boundaries
- Students with siblings currently enrolled at Ánimo Mae Jemison who do not reside within LAUSD boundaries
- Children of Green Dot California and Green Dot National regular employees who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment)
- All other students who do not reside within LAUSD boundaries

Enrollment Period

Each party interested in enrolling at Ánimo Mae Jemison 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 capacity, a random, public drawing (lottery) will determine enrollment. The lottery will be held each year no earlier than the first Monday of December and no later than the third Friday of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as

²² Applicants who are siblings and apply to the same Green Dot school together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.

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 applicants. Lottery forms submitted prior to the lottery form deadline are verified for the preferences outlined above. Applicants will receive preference in the automated system, depending on the preferences the applicant qualified for in the verification process. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

A representative from the school, typically the Principal and School Operations Manager, will host and present the lottery to parents and families, while a representative from Green Dot's Home Office will be charged with conducting the computer-automated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in 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 capacity for admission to ensure the school's overall enrollment is stable as long as the overall enrollment would not exceed the authorized enrollment capacity. Principals will work with the Home Office to discuss the conditions of the increase, such as historical attrition rates, enrollment capacity, master scheduling, facility capacity, etc. Should the Principal elect to enroll more students than the capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. If the capacity for the upcoming school year is already exceeded, the school will run a waitlist lottery to determine the order of the waitlist. 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, including the School Operations Manager, to ensure the fair execution of lottery and waitlist procedures.

Post Lottery Procedures

All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school, such as attendance to the school's enrollment event. Schools will host at least one enrollment event for families and make three separate phone calls on three different days to confirm enrollment to families unable to attend the enrollment event.

Waitlist Management Procedures

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be 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. If the school is unable to contact the family via telephone, the family will be notified 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.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Green Dot’s Audit Committee, which is made of Green Dot Board members, shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Ánimo Mae Jemison’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, and will verify the accuracy of Green Dot’s and Ánimo Mae Jemison’s financial statements (including their Statement of Financial Position, Statement of Activities and Statement of Cash Flows), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. The Green Dot Finance and Accounting department works with the auditors to ensure all materials are provided, and processes, controls and policies are followed in accordance with regulations and requirements, as part of the services covered by the Service Fee. 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 is required that annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor’s findings will be forwarded to Los Angeles Unified School

District. All financial statements will be submitted to LAUSD by December 15th following the close of the fiscal year. The Audit Committee will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved.

If the Charter School were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a global change in process were required, it would be brought up to the Audit Committee of the Board and if material the Board of Directors for approval. In addition, the principal of Ánimo Mae Jemison will act upon these recommendations, and report its actions to Los Angeles Unified School District. (47605 (b)(5)(I)).

Consistent with EC Section 41020(h), not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the local educational agency is located, the department, and the Controller. The Superintendent shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by those audit reports. In addition, per AB 1994, Ánimo Mae Jemison will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. Ánimo Mae Jemison will submit its annual audit to the State Controller, COE, CDE and LAUSD. Green Dot's Controller and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Administrative/business operations are performed by Green Dot. Green Dot provides the following services, plans and systems to its schools and will provide similar services to Ánimo Mae Jemison:

- 1) Budget preparation
- 2) Application for revolving loan
- 3) Set-up of fiscal control policies and procedures
- 4) Set-up and assistance for administration of human resources – including payroll
- 5) Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- 6) Attendance accounting and reporting controls
- 7) Accounting services – including establishing chart of accounts (SACS) and financial statement preparation
- 8) Set-up of banking relationships
- 9) Preparation for annual audit

Additional services provided by Green Dot were detailed earlier in the charter.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Discipline Foundation Policy

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated herein. The discipline policy of Ánimo Mae Jemison will be reviewed with students and parents upon admission to Ánimo Mae Jemison and the signing of the Student Policy Manual. Parents and students who fail to sign the Student Policy Manual do not relieve any obligation to adhere to Green Dot's student discipline plan, 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, student conduct agreements, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

Ánimo Mae Jemison's student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the school and serves the best interests of the school's pupils and their parents/guardians. Green Dot and Ánimo Mae Jemison 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. The school implements school-wide behavior supports and alternatives to out-of-school suspension. The school follows the STOIC classroom management 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.²³ This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. Examples include: merit card program, teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service. Merit cards are a part of positive behavior support system that acknowledges students' positive contribution to the school community both inside and outside of the classroom. The merit

²³ More information about the STOIC classroom management model is available here:
<http://www.safeandcivilschools.com/>

card program may include recognition events and/or celebrations of students who reach a threshold amount of merits.

The MTSS model outlines academic, behavioral and social-emotional supports for all students at different tiers. All students receive behavioral supports at the Tier 1 level through a school-wide Positive Behavior Support System representing universal practices. At the Tier 2 level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the classroom for students not responding to Tier 1 supports. If a 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. A Student Success Team referral may take place based on the need for individualize behavioral interventions, but would also include a comprehensive review of the student's needs academically as, well as social-emotionally. If, through the process, the Student Success Team suspects a disability, an assessment plan would be created in order to complete a comprehensive psychoeducational evaluation. For students with an IEP who are having behavioral challenges and who are in need of additional behavioral supports and interventions which are not currently in the IEP, the school would convene an IEP team meeting in order to add or revise a behavior support plan or consider other behavioral supports or whether or not a functional behavior assessment is warranted. The IEP team may also consider a re-evaluation of the student in order to determine a possible change in eligibility or to gather additional information to plan other changes to the student's plan.

Any campus community service issued pursuant to this Discipline Foundation Policy may take place before, after or during the school day. Any campus community service issued during the school day shall not prohibit a student's time for lunch or remove him or her from instructional time.

Language translation and other necessary accommodations will be provided for students and parents as needed during any discipline conference, including the Discipline Review Board and Discipline Review Panel.

Progression of Disciplinary Procedures

A restorative approach will be applied whenever possible to build connection with the school community. Restorative practices may include, but are not limited to, community circles, mediation, restorative dialogue and conferences. School Behavior data is monitored through PowerSchool, Green Dot's student information system. PowerSchool provides teachers and administrators the ability to log positive behavior, interventions, and consequences as needed. Additionally, Green Dot's internal Tableau system includes customized reports that school sites use to monitor progress over time.

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, teacher detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal. Teacher detentions may take place during a student's lunch period, but would not prohibit a student time for eating lunch.

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. Parents will be notified of a teacher detention directly from the teacher assigning the consequence or through the school-wide notification system. 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 Ánimo Mae Jemison's Student Policy Manual to intervene in student behavior.

Grounds for Suspension and Expulsion

Suspension

Suspension is intended to maintain established policies and standards of behavior to promote learning and protect the safety and well-being of all students.

An in-school 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.

If a student is issued an in-school suspension without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written in-school suspension notice and in person if possible.

Suspension is intended to remove the student from his/her peers and the class environment and may protect the student body as a whole from dangerous and disruptive behavior.

A student serving an in-school suspension reports to school at the regular time in compliance with the Ánimo Mae Jemison'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. Teachers may conference with the student during their planning period to provide direct instructional support as needed. In addition to instructional support, students will be provided with counseling services as deemed appropriate. Social-emotional learning curriculum may be used to allow for individual reflection and to prepare the student to reintegrate into the school community. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room. The

assigned room may be a classroom, counseling center or other office space, as deemed appropriate by the school, and will be supervised at all times.

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"). 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.

The will Discipline Review Panel ("DRP") consist of at least the following members and no more than five staff members:

- Area Superintendent, Vice President of Schools, or Chief Academic Officer
- Two administrators from a campus not bringing forth the case²⁴
- Two teachers/counselors from a campus not bringing forth the case

For students on suspension pending an expulsion hearing, the Charter School entered a Memorandum of Understanding ("MOU") with the District. This MOU dictates that the District will provide instructional services for students on suspension pending an expulsion hearing. If the Charter School exits the MOU, the School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School's main office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in Ánimo Mae Jemison's main office under appropriate supervision as needed.

Suspension Procedures

Suspensions shall be initiated by the Principal or designee 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 by the Principal or designee of the student's right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

At the conference, subject to any omitted conference due to an emergency situation described in the preceding paragraph, 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.

²⁴ Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. 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. The notice will also include rights and procedures for suspension appeal. If an administrator or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to the administrator the next school day. There shall 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</u> unless 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.</p> <p>9. Knowingly received stolen school or private property.</p> <p>10. Possessed an imitation firearm.</p> <p>11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</p> |

| Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law) | Category II* Student Offenses with Limited Principal Discretion | Category III* Student Offenses with Broad Principal Discretion |
|---|--|--|
| 4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). ²⁵ | 4. Robbery or extortion. | 12. Engaged in sexual harassment. 13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 14. Made terrorist threats against school officials or school property, or both. 15. Willfully used force or violence upon the person of another, except in self-defense. |
| 5. Possession of an explosive | 5. Assault or battery upon any school employee. | 16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 17. 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). |

*A decision to expel a pupil for any of the above acts shall be based on a finding of one or both of the following: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and (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 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 student conduct agreement. The DRB is comprised of 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 a DRB conference when needed. All other members of the DRB participate in this DRB conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and 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 Principal or designee should schedule the DRB conference when the suspension paperwork is issued for a serious violation of the discipline code (Categories I and II as identified in the matrix above) or when the student has broken the terms of his/her particular individualized student conduct agreement. While it is important that all evidence is collected in advance of the DRB conference, it 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, and expulsion. The Principal considers the

²⁵ EC 48915(c) identifies all offenses in this Category I column without reference to other EC sections, except for EC 48915(d) that specifically refers to EC 48900(n).

DRB's recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the DRB conference, suspension may be extended pending the results of the DRB hearing, as the student does not return to campus while they are pending the expulsion hearing, which will be held within 30 school days.

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.

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.

Expulsion – Dismissal from School

A student may be expelled from Ánimo Mae Jemison for any of the violations listed above in the section titled: "Matrix for Suspension/Expulsion Recommendation," upon recommendation from the Principal pursuant to the DRB conference and after a DRP hearing.

Upon an expulsion recommendation by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference with a school administrator to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis if modified by Green Dot's Chief Academic Officer and such modification is in writing), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person;
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the 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;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]); and
- Possession of an explosive.

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 Chief Academic Officer
- Two administrators from a campus not bringing forth the case²⁶
- 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 by the Principal or designee within 7 days of the DRP hearing and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above Matrix for Suspension/Expulsion Recommendations, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right to question all witnesses who testify at the hearing, the right for the hearing to be held in public session, the right to inspect and obtain all copies of documentation, the right to present evidence on the pupil’s behalf, the date and time of the hearing, and the right to request a postponement. Upon mailing the written notice, the Principal or designee’s responsibility, it shall be deemed served upon the pupil.

A record of the hearing shall be made and will be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Within ten (10) school days after this hearing, the DRP facilitator (an Area Superintendent, Vice President of Schools, or Chief Academic Officer) 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

²⁶ Administrators, teachers and counselors are scheduled in advance to serve on DRPs. To ensure impartially, replacements can be made at any time.

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 parent to call the local district Student Discipline 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.

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an expulsion hearing (i.e. Area Superintendent, Vice President of Schools, or Chief Academic Officer) from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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, a suspension/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

The DAC will issue a decision within 10 calendar days from the date of the expulsion appeal DAC meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the DAC. If the DAC upholds the appeal such that the expulsion is overturned, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DAC confirms the recommendation for expulsion, the decision will include the DRP’s and/or Chief Academic Officer’s expulsion order, a rehabilitation plan, and any other recommendations the DAC determines to be appropriate. With any decision upholding an expulsion, the DAC shall provide, students/parents/guardians/authorized representatives with support from Green Dot to find alternative placement. Green Dot provides parents/guardians with LACOE contact information for support to find an alternative placement, and Green Dot acts a liaison to the LAUSD Suspension and Expulsion Unit as needed.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Subject to prevailing applicable law, Ánimo Mae Jemison teachers, administrators, counselors, special education program administrators, school psychologists, and clinical supervisors shall be a part of the State Teachers’ Retirement System (STRS) throughout the duration of the charter school’s existence under the same CDS code. Subject to prevailing applicable law, other employees (e.g., school operations managers, office assistants) shall be covered by the Public Employees’ Retirement System (PERS) and Social Security as appropriate throughout the duration of the charter school’s existence under the same CDS code.

Payroll services for all of Green Dot’s current employees are processed by Green Dot’s Finance & Accounting Department. Green Dot, at the directive of LACOE, translates payroll data into the approved LACOE data format. Green Dot shall submit retirement contributions to LACOE in a timely manner. Green Dot ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE. Green Dot Human Resource staff ensure that staff are properly enrolled in STRS/PERS and Green Dot payroll staff ensure the creditable/reportable compensation is properly reported to CalSTRS and CalPERS. Green Dot accounting staff ensure that employer and employee contributions are remitted to STRS/PERS.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Ánimo Mae Jemison is a school of choice; no student is required to attend.

Ánimo Mae Jemison will support families interested in learning about their enrollment options by guiding to them to nearby schools using resources such as LAUSD’s Resident School Finder and connecting them to the Local District Operations for placement.

Element 13: Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Cristina de Jesus
Ánimo Mae Jemison Charter Middle School
1149 S. Hill Street, Suite 600
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Cristina de Jesus
Ánimo Mae Jemison Charter Middle School
1149 S. Hill Street, Suite 600
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is

transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the Chief Executive Officer and President will serve as the school's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any

contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter

School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Ánimo Mae Jemison Charter Middle School (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with

Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL)

Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local

Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²⁷

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

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

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

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

²⁷ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community

meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year

- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School

unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Cristina de Jesus
Ánimo Mae Jemison Charter Middle School
1149 S. Hill Street, Suite 600
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Cristina de Jesus
Ánimo Mae Jemison Charter Middle School
1149 S. Hill Street, Suite 600
Los Angeles, CA 90015

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after

all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter

school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be

within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
 - (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its

operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers.

Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)