

Board Meeting – July 15, 2025

Item VII. Recommendation/Public Hearing:

Adopt the Superintendent's Recommendation to Approve the Material Revision to the Charter of *Ánimo City of Champions Charter High School, Grades 9-12*, with Attached Report

a. Staff Findings on the Material Revision to the Charter of *Ánimo City of Champions Charter High School*

The Los Angeles County Board of Education approved the charter for Ánimo City of Champions Charter High School (Ánimo City of Champions) on March 14, 2017, for a term of three years, commencing July 1, 2017, to June 30, 2020. The Charter was renewed on March 3, 2020, for a five-year term through June 30, 2025. Pursuant to AB 130, Education Code section 47607.4, and SB 114, the charter term was extended to June 30, 2028.

On May 13, 2025, Ánimo City of Champions submitted a request for Material Revision to its current charter. The school's request for Material Revision includes the following changes:

Change of School Site Location

In November 2024, Ánimo City of Champions and its operator, Green Dot Public Schools (Green Dot), applied to a Notice of Intent issued by the Inglewood Unified School District (IUSD) as part of the California School Finance Authority's (CSFA) Charter School Facilities Program to acquire a vacant charter school facility located at 3405 West Imperial Highway, Inglewood, CA 90303. The CSFA Board approved the financial soundness and program apportionment for Ánimo City of Champions on February 20, 2025.

The Office of Public School Construction State Allocation Board awarded the site to Ánimo City of Champions as the successor charter school on February 26, 2025. Following these actions, IUSD approved Ánimo City of Champions as the successor charter school for the facility on March 12, 2025.

The newly awarded site is currently undergoing renovations for occupancy in 2025-26. In order to establish the new school site address and house the educational program during renovations to the new facility, Ánimo City of Champions is requesting to:

(1) Add the new school site address of 3405 West Imperial Highway Inglewood, CA 90303, effective for the 2025-26 school year.

(2) Retain the current school site address at 9330 South 8th Avenue Inglewood, CA 90305, as a temporary site.

(3) Add an additional temporary site at 3425 W. Manchester Blvd, Inglewood, CA 90305. This site houses *Ánimo Inglewood Charter High School*, a charter school operated by Green Dot Public Schools, authorized by Inglewood Unified School.

Revise Enrollment Projections

*Ánimo City of Champions* is requesting to adjust its maximum enrollment projection to 475 students by the 2029-30 school year. The current charter petition projected an enrollment of 585 students in the 2024-25 school year. Per CDE Dataquest, the 2024-25 enrollment was 299 students.

Update Charter Petition to Conform with Changes in Law

The *Ánimo City of Champions* petition has been updated to include changes in law since the charter was last renewed.

b. Fiscal Impact

The *Ánimo City of Champions* proposed changes and financial projections are based on a significant increase in enrollment and average daily attendance (ADA) in fiscal years 2025-26 through 2029-30, as shown in the table below.

	*2024-25 P-2	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	299.00	332.00	388.00	434.00	473.00	475.00
ADA	268.92	300.00	357.00	404.00	441.00	442.00
* Based on the 2024-25 Certified Second Principal Apportionment (P-2) data.						

The Charter projects a cumulative five-year increase in ADA of 176, or approximately 60.0 percent, compared to the current year's certified Second Principal Apportionment (P-2). However, our review and analysis indicate that the Charter has not been able to achieve its enrollment and ADA projections in the current and two prior fiscal years. When comparing the adopted budget ADA to the certified P-2 data in each of the past three years, the Charter experienced shortfalls of approximately 71 ADA or 20.0 percent in 2022-23, 40 ADA or 12.6 percent in 2023-24, and 5.7 ADA or 2.1 percent in the current fiscal year.

The Charter’s multi-year financial projections reflect significant increases in revenues and expenses. The Local Control and Funding Formula (LCFF) represents the most significant increase in revenues and a one-time contribution of \$425,000 from Green Dot Public Schools in 2025-26. The increases in expenses are primarily driven by staffing, classroom instructional and support services, and facility related costs. The table below summarizes the projected revenues and expenses for the Charter in 2024-25 and for the subsequent five fiscal years.

	*2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Total Revenues	*\$6,473,227	\$7,231,599	\$8,047,289	\$9,080,276	\$9,923,486	\$10,199,598
Total Expenses	\$6,592,397	\$7,212,400	\$8,013,429	\$8,952,485	\$9,592,773	\$9,850,540
Operating Surplus/(Deficit)	\$(119,170)	\$19,199	\$33,860	\$127,791	\$330,713	\$349,058
Unrestricted Net Position	**\$563,247	\$582,446	\$616,306	\$744,097	\$1,074,810	\$1,423,868
*The Charter projected a balanced budget for fiscal year 2024-25. However, based on the 2024-25 Certified P-2 data, LCFF revenue is reduced by approximately \$119,170, resulting in a deficit.						
**Unrestricted Net Position is based on the 2024-25 Second Interim Report and the \$119,170 deficit.						

The Charter is projected to meet its financial obligations for the next five fiscal years. Should the Charter be unable to meet its enrollment and ADA projections, the decline in the Local Control Funding Formula (LCFF) revenues would be significant. It could jeopardize the Charter’s ability to meet its ongoing financial obligations, including debt repayments and reserve requirements.

Based on the Charter’s narrative and assumptions, it will incur a significant net increase in facility-related costs of approximately \$350,000 in each of the subsequent five fiscal years. The increase is attributed to the assumption of the \$8.8 million loan for the property transfer, which requires an annual loan repayment of \$431,000. In addition, the Charter estimated the renovation of the new facility to cost \$4.5 million, which will be depreciated over 22 years, resulting in an annual depreciation expense of approximately \$200,000. However, in our June 23, 2025, meeting, the Green Dot Public Schools leadership team confirmed that Green Dot will fully fund the estimated \$4.5 million renovation project at the newly acquired facility, and the Charter will not be required to repay Green Dot Public Schools for the

costs of renovation. As a result, the net annual facility-related expense would increase by approximately \$150,000, rather than \$350,000.

The Charter projects to meet its financial obligations for the next five fiscal years. Should the Charter be unable to meet its enrollment and ADA projections, the decline in LCFF revenues could jeopardize the Charter's ability to meet its financial obligations and reserve requirements.



**Ánimo City of Champions Charter High School**  
**Request for Material Revision to Charter Petition**  
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- **Item 2a.** LACOE 2023-24 Animo City of Champions Charter High School Data Book Report
- **Item 2b.** LACOE 2023-24 Animo City of Champions Charter High School EOY Instructional Review
- **Item 2c.** LACOE 2023-24 Animo City of Champions Charter High School EOY Governance Review
- **Item 2d.** LACOE 2022-23 Animo City of Champions Charter High School EOY Instructional Review
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**Tab 3. Board-Approved Budget with a Supporting Financial Narrative**

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- **Item 3b.** Historical and Future Student Data (Budgetary)
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- **Item 3d.** Multi-Year Budget reflecting the Material Revision with fiscal projections through the end of the current charter term

**Tab 4. Revised Charter Petition Document**

- **Item 4a.** Update of Animo City of Champions Charter High School 2020-25 Petition for 2025 Material Revision

**Tab 5. Governing Board Approval of Material Revision Request**

- **Item 5a.** Board Approved Material Revision Resolution
- **Item 5b.** Board Meeting Agenda

**Los Angeles County Office of Education**  
Charter School Office  
12830 Columbia Way  
Downey, CA 90242  
(562) 922-8806

**Overview of the Process for Considering a Material Revision**

The Los Angeles County Office of Education (LACOE) receives and reviews material revisions to charters authorized by the Los Angeles County Board of Education (County Board) on its behalf.

A material revision is considered to have been received when the charter school has submitted all of the following to the Charter School Office:

1. A letter addressed to the Los Angeles County Superintendent of Schools requesting a material revision to the charter. The letter should state the reason for the revision and its impact to the school (include specific details of the change such as any change in the number of classrooms, staff, grade levels, total enrollment, specific location, start date, financial impact, etc. and identify the charter element(s) to be revised).
2. Attachment of any documents supporting the material change such a Certificate of Occupancy, lease agreement, revised bylaws or Articles of Incorporation, school performance or other data.
3. A Board-approved budget and assumptions/narrative that reflect the impact of the revision (include this information for each remaining year in current charter term).
4. Revised charter petition: The description of the material revision shall be submitted as a revised charter document and shall include a reasonably comprehensive description of any new requirement of law since the charter was approved or last renewed pursuant to *Education Code* section 47607(a)(2). Language to be deleted shall be identified by strike-out and language that is new shall be identified by underline.
5. Evidence that the charter school's governing board has approved the submission of the material revision's request and supporting documentation (e.g., signed board resolution or meeting minutes).

**Items 1 – 5 constitute a Submission Package; receipt of all required documentation triggers the timeline for County Board action.**

**Review Process**

Material revisions of charters are governed by the standards and criteria in *Education Code* section 47605.

**Presentations to the County Board (Board Meeting dates)**

The County Board shall consider a material revision at its regularly scheduled open meetings.

**Public Hearing:** Held within 30 calendar days of receipt of a Submission Package. It is the petitioner's opportunity to present the background and reason for the requested material change to the charter.

**Staff Report on Findings of Fact and County Board Action:** Held within 60 calendar days of receipt of a Submission Package unless both parties agree to an extension of up to 30 days. The petitioner may address the County Board, and the County Board may ask questions of LACOE staff and the petitioner.

The County Board typically meets the first three (3) Tuesdays of the month; the calendar is available at <http://www.lacoe.edu/Portals/0/Board/Online%20Calendar.pdf>.

**Notification**

LACOE notifies the petitioner in writing when the Submission Package is received and when the dates of the Public Hearing, Report, and Board Action have been scheduled.

Petitioners may contact the Charter School Office at (562) 922-8806 for additional information.

## **Ánimo City of Champions Charter High School Material Revision Request Letter**

**May 13, 2025**

**Los Angeles County Office of Education  
9300 Imperial Highway  
Downey CA 90242**

Dear Los Angeles County Board of Education Members and Superintendent Duardo,

I am writing on behalf of Ánimo City of Champions Charter High School (“Ánimo City of Champions” or the “Charter School”) to request a material revision to its charter petition. After a significant review process, on March 12, 2025, Ánimo City of Champions received final approval for a new, permanent facility. This facility will provide Ánimo City of Champions’ scholars, families, and school staff a permanent facility to continue our school’s educational programming and student success.

In November 2024, Ánimo City of Champions and its operator, Green Dot Public Schools (“Green Dot”), applied to a Notice of Intent issued by the Inglewood Unified School District (“IUSD”) as part of the California School Finance Authority’s (“CSFA”) Charter School Facilities Program to acquire a vacant charter school facility located at 3405 West Imperial Highway, Inglewood, CA 90303. The CSFA Board approved the financial soundness and program apportionment for Ánimo City of Champions on February 20, 2025. The Office of Public School Construction State Allocation Board awarded the site to Ánimo City of Champions as the successor charter school on February 26, 2025. Following these actions, IUSD approved Ánimo City of Champions as the successor charter school for this facility on March 12, 2025.

Accordingly, Ánimo City of Champions is now requesting a material revision to its charter petition to modify descriptions of its current location, effective for the 2025-26 school year. The Charter School will serve grades 9 – 12 in this facility with the financial impact detailed in the “Item 3” Folder of this submission to the Los Angeles County Office of Education (“LACOE”). Green Dot is working diligently to complete all necessary improvements in preparation for the site to be used for instruction and school-based activities in compliance with Education Code and Local Building Code.

As part of the material revision process as a County Board-authorized charter school, Ánimo City of Champions is requesting to (1) retain the current school site address of 9330 South 8th Avenue Inglewood, CA 90305; (2) add the 3405 West Imperial Highway Inglewood, CA 90303 address; and (3) add another temporary site address of 3425 W. Manchester Blvd, Inglewood, CA 90305. The third site houses Ánimo Inglewood Charter High School, a charter school operated by Green Dot authorized by Inglewood Unified School District, which meets requirements for holding an educational program and has space to temporarily accommodate a portion of Ánimo City of Champions, if necessary due to potential construction delays. All addresses are being requested to accommodate necessary site improvements.

**COLLEGE. LEADERSHIP. LIFE.**

1149 S Hill St, Suite 600 • Los Angeles, CA 90015 • 323-565-1600 • [greendot.org](https://greendot.org) • [@greendotschools](https://twitter.com/greendotschools)

For the material revision process, we are following all requirements listed in the [LACOE Overview of the Process for Considering a Material Revision](#). Updates to the school program and new legal requirements applicable to charter school have been reflected in revisions to the following charter petition elements:

- Affirmations and Declaration
- Element 1: The Educational Program
- Element 4: Governance
- Element 6: Health and Safety Procedures
- Element 7: Means to Achieve Student Population Balance
- Element 10: Suspension and Expulsion Procedures
- Additional Provisions

Additionally, to match the CSFA Program Requirements, Ánimo City of Champions is also complying with the terms of the school facility capacity to modify its enrollment capacity downward, from 650 students to 475 students with a staff count to match serving up to this total number of students.

For any steps required in this process, please do not hesitate to contact us at (213) 863-2295 or via email at [martin.farfan@greendot.org](mailto:martin.farfan@greendot.org). We look forward to working with you and County Office staff to provide this new facility for our students, families, and employees, and we welcome any questions you may have as well. Thank you for your review.

Kind Regards,

A handwritten signature in blue ink, appearing to read "Cristina de Jesus", followed by a horizontal line.

Dr. Cristina de Jesus  
President & CEO  
Green Dot Public Schools



Academic Year 2023-2024 • Authorized Grade Span: 9-12

# Ánimo City of Champions Charter High

Principal: Cen'Cere Cooks

CMO: Green Dot Public Schools California

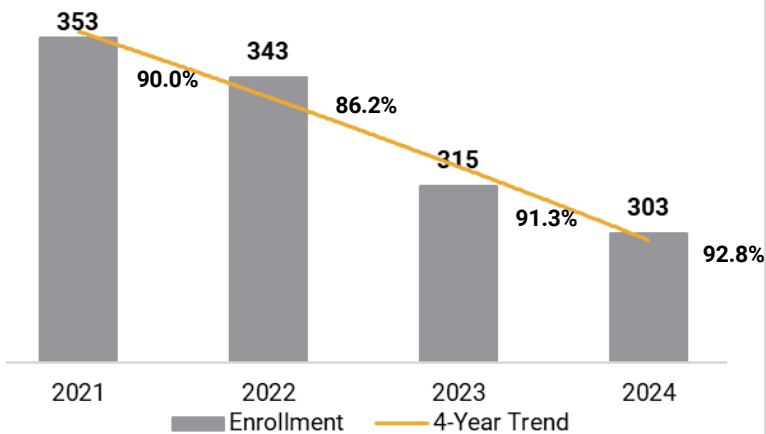
9330 S. 8th Ave., Inglewood, CA 90305

## Fast Facts:

	District Appeal
District Appeal or Countywide:	(Inglewood USD)
Authorization Year by LACBOE:	2017
Opened:	2017
First Year of Operation with LACBOE:	2017
Certificated Staff:	20
Classified Staff:	3

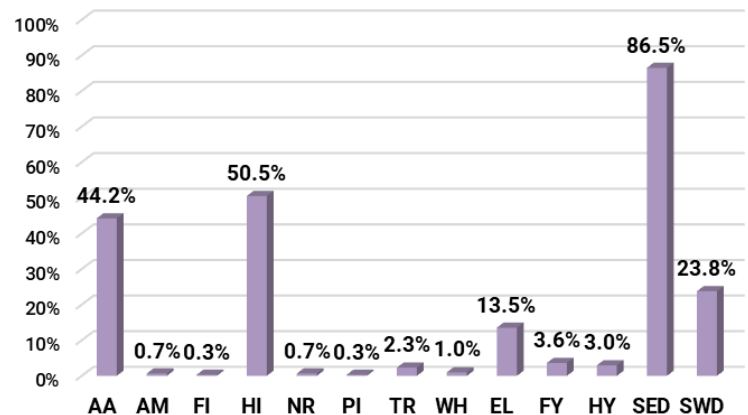
District of Physical Location:	Inglewood USD
Last Renewal:	2020
Current Charter Term:	2020-2028
Facilities' Description:	Prop. 39
Supervisory District:	Second District
2023-24 Performance Category:	Middle Performing

### 4 -Year Student Enrollment & Attendance %



Sources: DataQuest <https://dq.cde.ca.gov/> & Average Daily Daily Attendance Reports 2020-21 through 2023-24

### 2023-2024 Student Groups



See Acronyms and Abbreviations  
Source: DataQuest <https://dq.cde.ca.gov/>

## 2023-2024 CA School Dashboard

Indicator	Performance Level			Are All Students and the majority of the numerically significant student groups performing above the state average for all measures of academic performance^?	
	School	State	Higher or Lower than State	All Students	Numerically Significant Student Groups
ELA^ DFS	-25.6	-13.2	Lower	No	Yes - 2 of 2 Met
Math^ DFS	-152.5	-47.6	Lower	No	No - 0 of 2 Met
ELPI^ %	37.9%** (NPC)	45.7%	Lower**	**	**
College Career^ %	47.8%	45.3%	Higher	Yes	Yes - 1 of 1 Met
Chronic Absenteeism %	N/A	18.6%	N/A	N/A	N/A
Suspension Rate %	0.3%	3.2%	Lower	Yes	Yes - 6 of 6 Met
Graduation Rate %	91.3%	86.7%	Higher	Yes	Yes - 1 of 1 Met

Source: CA Dashboard <https://www.caschooldashboard.org/>

# Ánimo City of Champions Charter High

**Principal: Cen'Cere Cooks****CMO: Green Dot Public Schools California**

9330 S. 8th Ave., Inglewood, CA 90305



## Technical Assistance & Monitoring

Items			
<a href="#">2024 ESSA CSI Criteria/ ATSI Criteria</a>	No Status	<a href="#">Federal Program Monitoring</a>	C - Onsite Reviews of Cohort C LEAs
<a href="#">Differentiated Assistance (2023)</a>	N/A	<a href="#">Compliance and Improvement Monitoring Process</a>	Small LEA Monitoring Compliance Only
<a href="#">Differentiated Assistance (2024) Eligibility Year</a>	Not Eligible	Williams	N/A

## Communities Served

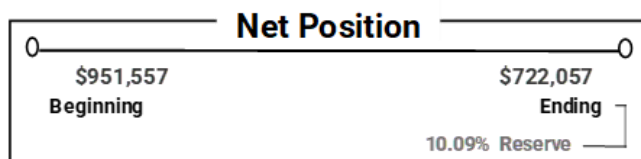
Percentage	City	Zip Codes
53.0%	Inglewood	90301, 90302, 90303, 90304, 90305
39.6%	Los Angeles	90001, 90002, 90003, 90007, 90011, 90037, 90043, 90044, 90047, 90056, 90059, 90061, 90062, 90291
< 3%	Other	90043, 90220, 90247, 90249, 90250, 90304, 90501, 90746

Source: February 2024 Student Enrollment Report

## Financial Summary

Fiscal Year 2023-2024

### Ánimo City of Champions Charter High School

**Audit Findings:**
☐ Yes
 ☒ No
**Fiscal Stabilization Plan:**
☐ Yes
 ☒ No
**50%**

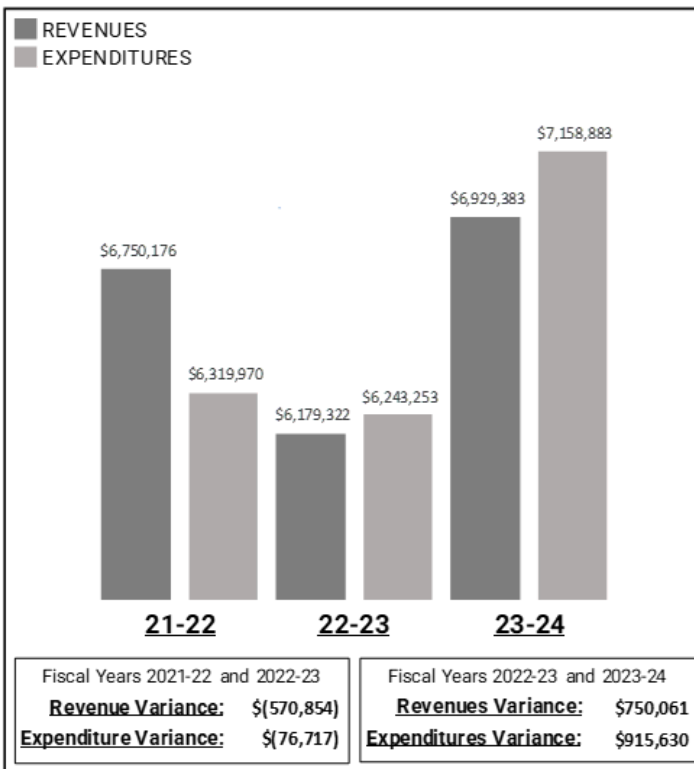
Total Expenditure to All Staff Salary Percentage

**\$456,988**

Books and Supplies Expenditures

**\$26,007**

\*\*Cost Per Pupil



Resources: Fiscal Year 2023-2024 Annual Audit; \*Charter school's audit report, Fiscal Year 2023-2024 Unaudited Actual; \*\*LCFF ADA Data (P-2)

## INSTRUCTIONAL PROGRAM REVIEW 2023-2024

<b>Charter School</b>	<b>Ánimo City of Champions Charter High School</b>		
<b>Charter Term</b>	<i>July 1, 2020, to June 30, 2025 – Extended to June 30, 2028</i> <i>Pursuant to AB 130, Education Code section 47607.4, and SB 114, Animo City of Champions Charter High School's charter was extended to June 30, 2028</i>		
<b>Date of Visit(s)</b>	<b>November 9, 2023, and April 23, 2024</b>		
<b>Enrollment</b>	<b>Expected (Petition): 535</b>	<b>Actual Enrollment: 303 (Per CDE Dataquest)</b>	
<b>Most Recent School Performance Category:</b>	<input type="checkbox"/> High <input checked="" type="checkbox"/> Middle <input type="checkbox"/> Low <input type="checkbox"/> DASS		
<b>Compliance Monitoring and/or Technical Assistance:</b> (check all that apply)		<input type="checkbox"/> ATSI <input type="checkbox"/> CSI <input type="checkbox"/> DA <input type="checkbox"/> FPM <input type="checkbox"/> PRI <input type="checkbox"/> TSI <input type="checkbox"/> Williams <input checked="" type="checkbox"/> None	

*This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.*

### A. Data for Accountability and Improvement

1. California School Dashboard (Dashboard) data and verifiable data provided by the charter school was reviewed to determine if the school is on target to meet renewal criteria as set forth in EC 47607.

#### California School Dashboard Data:

*Pursuant to EC Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under performance categories, which are based on the charter school's performance on the California School Dashboard (Dashboard). Ánimo City of Champions Charter High School (Animo City of Champions) was placed in the "Middle" performance category and is subject to Criterion 2 evaluation. A charter school's performance determinations under Criterion 2 put more emphasis on the Dashboard's "Academic Indicators" schoolwide and for all student groups, comparing the charter school to statewide averages for the two previous Dashboard reporting years.*

#### Overall Status 2022 Dashboard Academic Indicators (Schoolwide)

Dashboard Indicator	State Status	State Change	Animo CHA Status	Animo CHA Change	Same or higher status than the state?
ELA	-12.2	-	-30.9	-	No
Math	-51.7	-	-159.1	-	No
CCI	The 2022 Dashboard did not include data for the CCI indicator				n/a
ELPI	50.3%	-	40.6%	-	No

Source: <https://www.caschooldashboard.org/reports/19101990136119/2022#english-language-arts-card>

Notes: ( - ) Due to the COVID-19 pandemic the 2022 Dashboard displays "Status only."

- Ánimo City of Champions did not have the same or higher status as the state on the three Academic Indicators with available data on the 2022 Dashboard.



### Overall Status 2023 Dashboard Academic Indicators (Schoolwide)

Dashboard Indicator	State Status	State Change	Animo CHA Status	Animo CHA Change	Same or higher status than the state?
ELA	-13.6	-1.4	-20.5	+10.5	No
Math	-49.1	+2.6	-161.8	-2.7	No
CCI	43.9%	*	25.4%	*	No
ELPI	48.7	-1.6	45.8%	+5.2%	No

Source: <https://www.caschooldashboard.org/reports/19101990136119/2023>

Note: ( \* ) For the 2023 Dashboard CCI was reported as "Status only."

- *Ánimo City of Champions did not have the same or higher status as the state on the four Academic Indicators listed on the 2023 Dashboard.*

### Student Group Status Dashboard Academic Indicators 2022 and 2023

Student Groups	2022				2023			
	ELA	Math	CCI	ELPI	ELA	Math	CCI	EPLI
Pacific Islander	*	*	-		*	*	*	
Hispanic	-10.5	-142.3	-		-1.1	-157.1	38.1%	
SED	-24.4	-158.1	-		-18.6	-160.7	28.3%	
English learners	*	*	-	40.6%	-65.4	-194.7	*	45.8%
American Indian	*	*	-		*	*	*	
Homeless	*	*	-		*	*	*	
African American	-40.7	-159.8	-		-36.5	-169.3	20%	
Foster Youth	*	*	-		*	*	*	
Stu w/Disabilities	-109.4	-197.6	-		-139.9	-213.5	6.3%	
# At/Above State Avg	3/4	0/4	-		4/5	0/5	1/4	

Sources: <https://www.caschooldashboard.org/reports/19101990136119/2022>;

<https://www.caschooldashboard.org/reports/19101990136119/2023>

Notes:

- An asterisk (\*) indicates that the n-size consists of less than 11 students.
- ( - ) The College and Career Indicator (CCI) was not included on the 2022 Dashboard.
- See page 11 for the state student group comparison chart.

#### 2022 Dashboard:

- *Three out of four Ánimo City of Champions student groups had the same or higher status as the corresponding state student groups in ELA.*
- *No Ánimo City of Champions student group had the same or higher status as the corresponding four state student groups in Math.*
- *The rate of Ánimo City of Champions English Learner progress was lower than the state on the 2022 Dashboard.*

#### 2023 Dashboard:

- *Four out of five Ánimo City of Champions student groups had the same or higher status as the corresponding state student groups in ELA.*
- *No Ánimo City of Champions student group had the same or higher status as the corresponding five state student groups in Math.*
- *One out of four Ánimo City of Champions student groups had the same or higher status as the corresponding state student groups on the College and Career Indicator.*



- The rate of Ánimo City of Champions English Learner progress was lower than the state on the 2023 Dashboard.

### **Verifiable Data Provided by the Charter School:**

*As required by California Education Code Section 47607.2, verified data is used in the charter school renewal process for schools in the low and middle performance categories. These charter schools must use verified data to show measurable increases in academic achievement or strong postsecondary outcomes. Increases in academic achievement are defined as showing one-year's progress for each year in school. Strong postsecondary outcomes are defined as students achieving rates of college enrollment, persistence, and completion that are equal to those of their peers.*

*Ánimo City of Champions submitted Reading Inventory data for English-Language Arts (ELA) and i-Ready data for math; however, the data provided was from the school's internal reporting system (Tableau). Pursuant to Education Code (EC) section 47607.2, "verified data" is defined as assessment data from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The school will need to submit reporting that comes directly from the benchmarking programs being used. In addition, reporting must include the number of students tested (95% for verifiable data). The percentage of students taking Reading Inventory and i-Ready benchmark exams was not included on benchmark reports submitted to LACOE.*

### **Reading Inventory Data 2022-23 and 2023-24 (Grade Level)**

Reading Inventory	2022-23		2023-24	
Grade Level	# of Students (% Participation)	% Stu that Met Growth Goal	# of Students (% Participation)	% Stu that Met Growth Goal
Grade 9	*	52%	*	59%
Grade 10	*	63%	*	54%
Grade 11	*	67%	*	62%
Grade 12	*	59%	*	61%
All Students	*	63%	*	60%
<b>Notes:</b> <ul style="list-style-type: none"> <li>• An asterisk (*) indicates that data was not provided.</li> </ul>				

- Student participation data was not provided on benchmark reports submitted to LACOE.
- The percentage of students meeting growth targets in Grade 9 and Grade 12 **increased** from 22-23 to 23-24.
- The percentage of students meeting growth targets in Grade 10 and Grade 11 **decreased** from 22-23 to 23-24.
- The percentage of overall students meeting growth goals **decreased** from 22-23 to 23-24.

### Reading Inventory Data 2022-23 and 2023-24 (Student Groups)

Reading Inventory	2022-23		2023-24	
Student Groups	# of Students (% Participation)	% Stu that Met Growth Goal	# of Students (% Participation)	% Stu that Met Growth Goal
African Am	*	65%	*	60%
Latinx	*	63%	*	60%
SWD	*	36%	*	54%
Free/Reduced	*	60%	*	60%
EL	*	37%	*	43%
<b>Notes:</b> <ul style="list-style-type: none"> <li>An asterisk (*) indicates that data was not provided.</li> </ul>				

- Student participation data was not provided on benchmark reports submitted to LACOE.
- The percentage of students meeting growth goals **increased** for students with disabilities and English Learners.
- The percentage of students meeting growth goals **decreased** for African American and Latinx students.

### i-Ready Math Data 2022-23 and 2023-24 (Grade Levels)

Math	2022-23		2023-24	
Grade Level	# of Students (% Participation)	% Stu that Met Growth Goal	# of Students (% Participation)	% Stu that Met Growth Goal
Grade 9	*	75%	*	67%
Grade 10	*	52%	*	55%
Grade 11	*	39%	*	60%
Grade 12	*	40%	*	40%
All Students	*	52%	*	56%
<b>Notes:</b> <ul style="list-style-type: none"> <li>An asterisk (*) indicates that data was not provided.</li> </ul>				

- Student participation data was not provided on benchmark reports submitted to LACOE.
- The percentage of students meeting growth targets in Grade 10 and Grade 11 **increased** from 22-23 to 23-24.
- The percentage of students meeting growth targets in Grade 9 **decreased** from 22-23 to 23-24.
- The percentage of overall students meeting growth goals **increased** from 22-23 to 23-24.

### i-Ready Math Data 2022-23 and 2023-24 (Student Groups)

Math	2022-23		2023-24	
Student Groups	# of Students (% Participation)	% Stu that Met Growth Goal	# of Students (% Participation)	% Stu that Met Growth Goal
African Am	*	53%	*	59%
Latinx	*	50%	*	54%
SWD	*	49%	*	66%
Free/Reduced	*	51%	*	50%
EL	*	71%	*	53%
<b>Notes:</b> <ul style="list-style-type: none"> <li>An asterisk (*) indicates that data was not provided.</li> </ul>				

- Student participation data was not provided on benchmark reports submitted to LACOE.
- The percentage of students meeting growth goals **increased** for African American and Latinx students, and students with disabilities.
- The percentage of students meeting growth goals **decreased** for socioeconomically disadvantaged students and English Learners.



### Resident Schools Comparison:

Animo City of Champions 2023 Dashboard Indicators Compared to Schools of Residence						
All Students						
Indicator	ELA	Math	CCI	ELPI	Graduation Rate	Suspension Rate
Status Metric	DFS	DFS	% Prepared	% Progress	% Graduated	% suspended at least one day
Animo City of Champions Charter High School	-20.5	-161.8	25.4%	45.8%	94.9%	0.3%
State	-13.6	-49.1	43.9%	48.7%	86.4%	3.5%
Schools of Residence						
Inglewood High School	-71.4	-200	19.2%	24.2%	89.8%	6.2%
Morningside High School	-61.3	-198.8	20.4%	37.4%	84.4%	4%
City Honors High School	+20.6	-132.7	76.2%	66.7%	98.4%	1.3%
Lawndale High School	-13.2	-129.9	35.8%	48.3%	91.3%	3.6%
George Washington Preparatory	-135.6	-182.3	31.2%	43.1%	79%	6.2%
Mervyn M. Dymally	-73.7	-160.1	22.8%	39.7%	78.5%	0.2%
Crenshaw High School STEMM Magnet	-110.9	-183.1	16.2%	28.1%	74.6%	0.3%
Number of schools better than charter	2 of 7	3 of 7	3 of 7	2 of 7	1 of 7	1 of 7

2. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.	<i>Animo City of Champions is implementing a plan for collecting, analyzing and reporting data. Student outcome data is discussed with the Green Dot Board regularly. School staff reviews school-level data and student group data from a variety of resources including the California Dashboard and internal benchmark assessments. The school needs to ensure that benchmark data submitted to LACOE reflects reporting directly from the benchmarking systems used. Reports from Green Dot internal systems are not considered as verifiable data. The school has stated that it will be using the i-Ready and NWEA MAP assessment systems for verifiable data reporting. The school will need to submit i-Ready "Diagnostic Growth" reports and NWEA MAP "Student Growth Summary" reports for benchmark data to be verified and considered for charter renewal.</i>
3. The charter school has submitted the LACOE Annual Report.	<i>Animo City of Champions submitted the 2023-24 Annual Report to LACOE.</i>
4. The charter school annually reviews the measurable pupil outcomes (MPOs) identified in the school's petition and has implemented actions to address identified areas for improvement.	<i>Animo City of Champions annually reviews the Measurable Pupil Outcomes (MPOs) identified in the school's charter petition. Per the school's 2023-24 Annual Report to LACOE, the school did not meet their established goal for State Priority 8 in 2022-23. Included in their annual report was an improvement plan for the unmet MPO.</i>
5. The charter school annually reviews the Local Control Accountability Plan (LCAP).	<ul style="list-style-type: none"> <li><i>Per the school's 2023-24 Annual Report to LACOE, the school did not meet the following 22-23 LCAP goals:</i> <ul style="list-style-type: none"> <li><b><u>Goal #8</u></b> – Increase the percent of students scoring Level 3 and above on SBAC Math assessments or outperform statewide average <ul style="list-style-type: none"> <li><i>(In the 2022-23 school year, 1% of students met or exceeded standard on SBAC Math assessments, compared to the 2021-22 school year, where 5% of students met or exceeded the standard.)</i></li> </ul> </li> <li><b><u>Goal #33</u></b> - At least 80% of staff will report feeling successful based on an internal survey. <ul style="list-style-type: none"> <li><i>(Survey result was 64%)</i></li> </ul> </li> </ul> </li> <li><i>The Green Dot Board approved the 2023-24 LCAP at its meeting held on June 30, 2023.</i></li> <li><i>The Green Dot Board reviewed the 2023-24 Mid-Year Update at its meeting held on February 2, 2024.</i></li> <li><i>The Green Dot Board approved the 2023-24 LCAP Annual Update, included its 2024-25 LCAP, at its meeting held on June 28, 2024.</i></li> </ul>
<b>B. Educational Program and Curriculum</b>	
1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.	<i>The mission of Ánimo City of Champions is to prepare students in the Inglewood area for success in college, leadership and life. The school is following its approved instructional plan by providing a small, college preparatory program where all stakeholders actively engage in the educational process. The school seeks to create a student-centered environment that unifies the efforts of family, community, and school.</i>
2. The charter school's staffing is sufficient to carry out the educational program.	<i>Animo City of Champions is staffed to implement the educational program and is supported by the Green Dot Home Office. Please see section D-3 for additional staffing information.</i>

3. The charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.
<i>The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) granted Ánimo City of Champions a six-year accreditation status through June 30, 2029, with a mid-cycle visit during the 2025-2026 school year.</i>
4. The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.
<i>The instructional program provides a small school environment with a personalized approach to learning for students who would otherwise attend high schools with larger student populations. The school is responsive and uses data to adjust instructional design to meet the needs of its students. The school sites strong student teacher relationships, advisory programs for students, MTSS program and mental health supports as contributing to the framework for instructional design. In addition, Ánimo City of Champions has also developed restorative practices that include student mediations and implementation of school wide classroom structures that minimize classroom interruptions.</i>
5. The charter school uses standard-based curricular materials appropriate for current students.
<i>Ánimo City of Champions uses materials that align with the California Standards.</i>
<b>C. Services to Special Populations</b>
1. The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.
<i>Ánimo City of Champions special education program includes push-in and pullout models as well as RSP support classes. Per the 2023 CA Dashboard, Ánimo City of Champions enrollment included 25.4% special education students. Per the 2023-24 Quarter 4 SPED Report submitted to LACOE, Ánimo City of Champions enrolled sixty-seven (67) students with a disability. Ánimo City of Champions is a member of the El Dorado Charter Special Education Local Plan Area (El Dorado SELPA).</i>
2. The charter school follows a process to identify and reclassify students who are English learners (ELs) in compliance with all laws and its Master Plan for English Learners.
<i>The Ánimo City of Champions program for English learners offers designated and integrated instruction. The school administers the ELPAC, as well as benchmarks and uses classroom level data to determine English learner (EL) progress toward language proficiency. The school's reclassification criteria are outlined in the English Learner Master Plan. Per the 2023 Dashboard, 13.3% of students were English learners and 45.8% were making progress toward English proficiency, an increase of 5.2%.</i>
3. The Charter school has identified staff designated to identify homeless and foster youth students and programs and services to address specific barriers to access instruction and educational needs.
<i>Per the Ánimo City of Champions 2023-24 School Contact List, the school has identified staff designated to identify homeless and foster youth students and provide resources and services.</i>
<b>D. Professional Development &amp; Teacher Qualification</b>
1. The charter school staff has received legally required clearances and trainings.
<i>Per the 2023-24 Staffing List, Ánimo City of Champions provided LACOE with evidence of all legally required staff clearances and trainings.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program, key features, and any areas noted for improvement.
<i>Ánimo City of Champions uses the Intellectual Preparation Protocol (IPP) providing teachers with a five-step planning process to ensure rigorous, standards-aligned, culturally relevant instruction. Professional</i>

<p><i>development and department collaboration time is used to conduct student work analysis protocols. Teachers are expected to create exemplar student responses based on work samples. Per LACOE site visits there was evidence of exemplar work samples and student work reflecting standards-aligned instruction.</i></p>
<p>3. The charter school cross-references the master schedule with teacher credentials to ensure all subjects are continuously taught by highly qualified teachers and have appropriate English Learners certification.</p> <p><i>The Ánimo City of Champion's 2023-24 staff roster was reviewed in October and February and cross referenced with the Master Schedule for compliance. Per the most recent California Statewide Assignment Accountability System (CalSAAS) reporting available for the 2022-23 school year, Ánimo City of Champions had no teacher misassignments and two teachers assigned via Local Assignment Options (LAO). The school had vacancies in English, Science and Special Education.</i></p>
<p><b>E. Facilities and Operations</b></p>
<p>1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.</p> <p><i>The LACOE Facilities Unit visited Ánimo City of Champions on January 2, 2024. The report notes that the site has no fire alarm system but has Firewatch, and that the charter is working with Inglewood Unified School District to add the system. The report also notes that the school is working with the district to cure the following required corrections:</i></p> <ul style="list-style-type: none"> <li>• <i>Add cover to light fixtures in room 12.</i></li> <li>• <i>Repair concrete pad that is located at the front of rooms 7 and 8.</i></li> </ul>
<p>2. The charter school maintains proper student record documentation and materials and supplies related to student safety.</p> <p><i>Ánimo City of Champions maintains proper student record documentation and supplies related to student safety including secured student cumulative files, an approved Comprehensive School Safety Plan, annual emergency drill logs, emergency trainings, student emergency contact folders, certificate of occupancy, epi-pen, and external defibrillator.</i></p>
<p>3. The structure of the organization and leadership is designed to effectively operate the school.</p> <p><i>The structure of the organization and its leadership is designed to effectively operate the school.</i></p>
<p><b>Summary</b></p>
<p><i>Ánimo City of Champions Charter High School opened in August of 2017. Per 2023-24 data from CDE Dataquest, Ánimo City of Champions enrolled 303 students in the 2023-24 school year. The school's demographics were as follows: 50.5% Hispanic, 44.2% African American, 86.5% socioeconomically disadvantaged, 13.5% English learner, 23.8% students with disabilities, 3.0% Homeless, and 3.6% Foster Youth.</i></p> <p><i>Ánimo City of Champions, like many schools, has been challenged by chronic absenteeism after the COVID-19 pandemic. The school has reduced chronic absenteeism since 2021-22. Per CDE Dataquest, the 2022-23 rate of chronic absenteeism for listed student groups was: African American, 30.9%, a decrease of 18%; Hispanic/Latino, 27.3%, a decrease of 15%; Students with disabilities, 22.1%, a decrease of 24%; English Learners, 28.6%, a decrease of 19%; and Socioeconomically Disadvantaged, 30.7%, a decrease of over 15%. There was a slight increase in Homeless Youth chronic absenteeism as it grew from 42.9% to 44.4%.</i></p> <p><i>Per the most recently published data via CDE Dataquest, in 2022-23 Ánimo City of Champions had a 94.9% graduation rate outpacing the 80.4% graduation rate for the local school district; however, one of three local district high schools posted a 98.4% graduation rate. The school's College and Career Indicator on the 2023 Dashboard showed 25.4% of graduates as 'prepared'. This was lower than the state average of 43.9%.</i></p>

<p><i>Ánimo City of Champions administered CAASPP during the 2022-23 school year with the following percentages of students meeting or exceeding standard: ELA (47.37%, an increase of almost 10%) and Math (1.32%, a decrease of 3%). The school needs to address student math proficiency which is significantly lower than state proficiency levels both schoolwide and for all student groups. The school's intervention plans included determining which mathematical domains to focus re-teaching on in intervention courses and creating student groups to maximize student collaboration.</i></p>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li><i>Continue to monitor the school's progress toward charter renewal.</i></li> <li><i>Continue to closely monitor the school's Distance from Standard on Dashboard Indicators schoolwide and for all numerically significant student groups.</i></li> <li><i>The school has stated that it will be using the i-Ready and NWEA MAP assessment systems for verifiable data reporting. The school will need to submit to the LACOE CSO i-Ready "Diagnostic Growth" reports and NWEA MAP "Student Growth Summary" reports for internal benchmark data to be verified and considered for charter renewal.</i></li> <li><i>Continue to monitor LCAP and MPO goal outcomes developing intervention plans as necessary.</i></li> <li><i>Continue to focus on increasing student outcomes in math.</i></li> <li><i>Continue to work at reducing student chronic absenteeism.</i></li> </ul>	
Report completed by LACOE Lead Coordinator:  	Approved by LACOE Charter School Office Director:  
Darryl Brown, Coordinator III	Indra Ciccarelli, Director
Date report provided to the charter school:  <div style="text-align: center; font-weight: bold; font-size: 1.2em;">November 19, 2024</div>	Report provided to charter school via: <input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference



## GOVERNANCE REVIEW 2023-2024


Charter School	<b>Ánimo City of Champions Charter High School</b>
Charter Term	<b>July 1, 2020, to June 30, 2025 – Extended to June 30, 2028</b> Pursuant to AB 130, Education Code section 47607.4, and SB 114, Ánimo City of Champions Charter High School’s petition was extended for three years, to June 30, 2028.
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school’s charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>	
<b>A. Organizational Management</b>	
1. The charter school is structured as: <ul style="list-style-type: none"> <li>a. Solely a charter school</li> <li>b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations)</li> <li>c. If b, describe the structure</li> </ul>	
<i>Ánimo City of Champions Charter High School (Ánimo City of Champions) is operated by Green Dot Public Schools California (Green Dot California Board) a California nonprofit public benefit corporation. The Green Dot California Board currently operates 18 schools.</i>	
2. The corporate papers, including articles of incorporation, are available to the authorizer.	
<i>LACOE has been provided with all relevant corporate documents.</i>	
3. The governing board has a comprehensive plan to conduct an annual oversight of the academic program which reflects the goals and objectives of the local control accountability plan (LCAP).	
<i>The Green Dot California Board approved the 2023-2024 Local Control Accountability Plan (LCAP) at its meeting on June 27, 2023. The LCAP Mid-Year Update was presented to the Green Dot California Board at its February 2, 2024, meeting. Board agendas regularly include academic updates from home office and school site staff. Per a review of board audio, the board is highly engaged in the instructional program and has dialogue with staff during board meetings.</i>	
4. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.	
<i>Element 4 of the approved charter petition includes an organizational chart and descriptions that make a clear distinction between the role and responsibilities of the board and the management of the school.</i>	
<b>B. Capacity/Composition</b>	
1. There is a list or roster of governing board members and some of the governing board members have previous governance experience.	
<i>The corporate bylaws authorize the number of Directors to be not less than three (3) nor more than twenty-five (25). The current roster of board members lists eleven (11) members and includes an ACEA representative. Several Board members have previous governance experience including academic, nonprofit and charter entities.</i>	
2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict-of-interest policy in accordance with <b>Government Code Section 1090</b> .	



<i>The Green Dot California Board has adopted a conflict-of-interest policy in accordance with Government Code Section 1090 and appears to be free of real or perceived conflicts of interest.</i>	
3.	The governing board represents strong diversity relevant to the community and the charter school population.
<i>Ánimo City of Champions serves a community where there are large populations of African American and Latinx residents. The Board includes members from both ethnic groups.</i>	
4.	The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
<i>Green Dot California Board members have expertise in finance, public education, and fundraising.</i>	
<b>C. Structure</b>	
1.	The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.
<i>The size and expertise of the Green Dot California Board have supported effective governance.</i>	
2.	The governing board has bylaws that are comprehensive and that include a term limit.
<i>Per the bylaws dated June 30, 2023, the Board is a self-perpetuating board. Directors are elected or re-elected at an annual, regular or special meeting of the Board. There are no noted concerns regarding the Green Dot California Board bylaws.</i>	
3.	The governing board appears to fully understand the bylaws and their implications.
<i>The Green Dot California Board appears to fully understand the organization's bylaws and comprehends the implications.</i>	
4.	The governing board has identified officers.
<i>The Green Dot California Board has identified a chair and a vice chair of the board.</i>	
5.	The bylaws delineate committees, which are implemented with fidelity, and provide detailed job descriptions for these committees.
<i>The Board may appoint standing or special committees for any purpose defined by the bylaws or determined by the Board. The standing committee defined in the bylaws consists of an Audit Committee.</i>	
<b>D. Role of the Board</b>	
1.	The governing board regularly discusses key elements of governance.
<i>Per a review of Green Dot California Board meeting audio, the board discusses and makes decisions on items that impact the direction of the organization such as the educational program, facilities, policy, and accountability. The board relies on the CEO to coordinate with staff to oversee organizational management and to provide data and information to support board governance.</i>	
2.	The governing board demonstrates a strong understanding of their role related to effective governance.
<i>Per review of Green Dot California Board meeting audio, the board understands its role related to effective governance. The Board has facilitated public comment during board meetings allowing stakeholder feedback and input contributing to effective governance.</i>	
3.	The governing board members understand their role in developing, supporting and evaluating the charter school leader.
<i>A review of board meeting agendas shows that the Green Dot California Board met during closed session on November 15, 2023, to evaluate the performance of the President/CEO.</i>	

4. There is a strong working relationship among the charter school leader, board chair and full board. <i>Per a review of board meeting audio, there is a strong working relationship between the CEO, board chair, and full board.</i>
<b>E. Meetings</b>
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school. <i>During the 2023-24 school year, the Green Dot California Board held five (5) full board meetings; three (3) special meetings; (3) three Executive Committee meetings; and one (1) special meeting of the Executive Committee. Meeting agendas and audio files were forwarded to the LACOE Charter School Office in compliance with the LACOE Monitoring and Oversight Memorandum of Understanding (MOU).</i>
2. The governing board complies with the following: <ul style="list-style-type: none"> <li>a. Regularly scheduled meetings with appropriate public notice</li> <li>b. Brown Act training and meeting compliance</li> <li>c. Availability of meeting minutes on the school's website</li> </ul> <i>The Green Dot California Board received Brown Act training during its April 26, 2024, meeting. All board meetings have complied with the Brown Act. Meeting agendas are posted on the school's website and are available for viewing. Meeting minutes are also available online. The board is reminded that beginning with the 2024-25 school year, it will need to comply with AB 2158 ethics training.</i>
3. The governing board has created and routinely reviews resolutions and board-adopted policies regarding safety, compliance, fiscal operations and the day-to-day running of the school. <i>The Green Dot California Board approved policies regarding safety, compliance, fiscal operations and the day-to-day running of the school including the student and employee handbooks.</i>
4. Material revisions to the charter have been approved by the governing board. <i>The Green Dot California Board did not request a material revision to the charter during the 2023-24 school year.</i>
<b>F. Communication and Transparency</b>
1. There is a process in place that ensures that families, teachers, staff, and community partners regularly consult and engage with the Board to provide input regarding the school's operations and educational program to increase the effectiveness of the charter school. <i>The Green Dot California Board provides opportunities for regular input from parents, staff and the community including agendized public comment and engaging stakeholders in the development of the LCAP. The Green Dot California Board has provided all speakers with appropriate speaking time to address the board.</i>
2. The charter school has a legally compliant website <i>The Ánimo City of Champions website includes the posting of Green Dot California Board meeting agendas with access via one-click and includes all required postings. Resumes of current Green Dot California Board governing board members need to be added to the website as required by the LACOE MOU Section 1.2.</i>
3. The public has access to board members and methods by which to contact them. <i>The public has access to the Green Dot California Board via scheduled board meetings. The Ánimo City of Champions website does not list methods by which to contact Green Dot California Board</i>

<i>members. Per LACOE MOU Section 1.2, the school is required to have posted the resumes of current governing board members.</i>	
<b>G. Fiscal Standing</b>	
1. The governing board executes its fiduciary responsibility with regard to the disbursement of public funds.	<i>The Green Dot California Board executes its fiduciary responsibility with regard to the disbursement of public funds.</i>
2. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.	<i>The Green Dot California Board approved the Ánimo City of Champions 2023-24 budget at its June 20, 2023, meeting.</i>
3. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.	<i>The Ánimo City of Champions 2023-24 budget was reviewed by LACOE Business Advisory Services (BAS) on September 14, 2023, January 8, 2024, and April 10, 2024.</i>

<b>Summary:</b>	
<i>The Green Dot California Board provides effective governance and has facilitated stakeholder input via agendizing public comment during board meetings. Per review of board meeting audio, the board is engaged in monitoring student outcomes and governance aspects of the charter school. Board member attendance is high, and members provide valuable input based on their areas of expertise.</i>	
<b>Recommendations:</b>	
<ul style="list-style-type: none"> <li><i>The Board needs to continue to monitor the school's progress toward charter renewal, including the submission of verifiable student benchmark assessment data to the charter authorizer.</i></li> <li><i>The governing board should review the LACOE End of Year Instructional Program and Governance Reports at a regular board meeting along with any other LACOE correspondence including Business Services Interim and Audit letters.</i></li> <li><i>The Board needs to bring the Ánimo City of Champions website into compliance with the LACOE MOU Section 1.2 regarding listing board member resumes and contact information.</i></li> </ul>	
Report completed by LACOE Lead Coordinator:	Approved by LACOE Charter School Office Director:
<i>Darryl Brown</i>	
Darryl Brown, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school representatives via:
<b>November 19, 2024</b>	<input checked="" type="checkbox"/> US Postal Mail/Email <input type="checkbox"/> In-Person Meeting <input checked="" type="checkbox"/> Video/Phone Conference

Los Angeles County Office of Education  
Charter School Office Oversight Protocol

## INSTRUCTIONAL PROGRAM REVIEW 2022-23

Charter School:	Ánimo City of Champions Charter High School	
Date of Visit(s):	November 30, 2022 and May 1, 2023	
Enrollment:	Expected: 450	Actual: 315
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s) focusing on the implementation of the academic program described in the school's charter and adherence to applicable laws. This form is adapted from the FCMA Charter School Annual Oversight Checklist.</i>		
<b>A. Educational Program</b>		
<p>1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.</p> <p><i>The mission of Ánimo City of Champions Charter High School (Ánimo City of Champions) is to prepare students in the Inglewood area for success in college, leadership and life. The school will achieve this mission by providing a small, college preparatory program where all stakeholders actively engage in the educational process. The school seeks to create a student-centered environment that unifies the efforts of family, community, and school.</i></p>		
<p>2. The charter school staffing is sufficient to carry out the educational program.</p> <p><i>Ánimo City of Champions is staffed to implement the educational program and is supported by the Green Dot Home Office. Please see section D-4 for additional staffing information.</i></p>		
<p>3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.</p> <p><i>Ánimo City of Champions provides students with multiple pathways to access both intervention and acceleration opportunities. For intervention, Ánimo City of Champions offers Literacy Intervention and Math Foundation courses for 9<sup>th</sup> grade students. These courses are designed to accelerate growth and recovery learning. Students are assessed at the beginning, middle, and end of year to track and monitor growth. For students at or significantly above grade level, students are enrolled in dual enrollment courses and enrolled in AP courses. Counselors support target students to ensure that they are enrolled in the correct college courses and/or AP courses. The leadership team uses MTSS to provide and analyze appropriate interventions and monitor growth.</i></p>		
<p>4. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</p> <p><i>Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student Policy Manual and meetings with counselors.</i></p>		
<p>5. The charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition.</p> <p><i>The instructional program provides a small school environment with a personalized approach to learning for students who would otherwise attend high schools with larger student populations.</i></p>		
<p>6. The charter school has sought WASC accreditation.</p> <p><i>The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS, WASC) approved Initial Accreditation for Ánimo City of Champions through June 30, 2029, with a mid-cycle visit during the 2025-26 school year.</i></p>		
<p>7. A cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school.</p> <p><i>The Ánimo City of Champions 2022-23 budget was reviewed by LACOE Business Advisory Services (BAS) on September 6, 2022.</i></p>		

<b>B. Services to Special Populations</b>	
1. The charter school follows a process to identify and reclassify students who are English learners (ELs).	<i>Ánimo City of Champions administers the ELPAC, as well as benchmarks and uses classroom level data to determine English learner (EL) progress toward language proficiency. The school's reclassification criteria are outlined in the English Learner Master Plan. The 2022-23 reclassification rate is not currently available. Per the 2022 CA Dashboard English Learner progress is 'Low' with 40.6% of English learners were making progress toward English proficiency.</i>
<b>C. Curricular Materials</b>	
1. The charter school uses state standards-based instructional materials.	<i>Ánimo City of Champions uses materials that align with the California Standards.</i>
2. The charter school uses instructional materials that address the specific needs of special education students.	<i>Special Education students use the same instructional materials as general education students, in addition to needed scaffolds and additional supports as stated in student Individualized Education Programs (IEPs).</i>
3. The charter school uses instructional materials that address the specific needs of English learners.	<i>To support English learners, Ánimo City of Champions uses several curriculum options including Imagine Learning, Edge, Inside, and English 3D. The school uses Ellevation to support the tracking and monitoring of RFEP students as well as EL students. In addition, the school uses Summit K-12, an online standards-based supplemental curriculum designed to close gaps for all students, including English learners.</i>
4. The charter school refrains from using faith-based instructional materials.	<i>No faith-based materials were observed during school site visits.</i>
<b>D. Professional Development &amp; Teacher Qualification</b>	
1. The charter school staff has received legally required trainings.	<i>Staff complete legally mandated trainings in the first 6 weeks of the school year. If a staff member is hired late; they have 6 weeks to complete the training. The training is completed via an online platform, Vector Solutions.</i>
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<i>The Ánimo City of Champions theme for 2022-23 professional development was 'Destination Learning- Go, Grow, Know, and Show.' The professional development program focused on three areas: (1) instruction; (2) culture (universal, additional, and intensive supports); and (3) operations.</i>
3. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations.	<i>Students identified as eligible for special education and/or as English learners received services from teachers holding the legally required credentials, certificates and/or authorizations.</i>
4. The Charter School Office cross-references the master schedule with teacher credentials to ensure that core subjects are being taught in alignment with EC 47605(I).	<i>The Ánimo City of Champion's 2022-23 staff roster was reviewed in October and February and cross referenced with the Master Schedule for compliance. Per 2022-23 California Statewide Assignment Accountability System (CalSAAS) reporting for the 2022-23 school year, Ánimo City of Champions had no teacher misassignments and three vacancies. The school had one teacher whose credential was revoked December 19, 2022. The school received a Notice of Non-compliance based on the</i>

requirements set forth in Education Code (EC) 47605(l). The Notice requested a written statement addressing the processes and procedures that the school will follow to maintain continuous compliance regarding teacher credentialing in alignment with Education Code, CalSAAS annual timelines and the school's approved charter.

5. The charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.

*Both teaching and nonteaching staff have been supported through professional development.*

6. The charter school participates in trainings made available through the sponsoring LEA.

*The Ánimo City of Champions principal and Home Office staff have attended LACOE required meetings, including bi-weekly Zoom meetings.*

#### **E. Ongoing Assessment**

1. The charter school participates in CAASPP testing as required for all K-12 schools in California.

*Ánimo City of Champions administered CAASPP testing for the 2022-23 school year.*

2. A review CAASPP data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607.

*Effective July 1, 2020, the renewal criteria for charter schools changed and is now based on a school's placement in one of three criterion-based tiers. Ánimo City of Champions was placed in the Middle tier. In addition to CAASPP, Ánimo City of Champions administered Reading Inventory and i-Ready assessments. Ánimo City of Champions 2022-23 assessment outcomes are below:*

#### **2022 CA Dashboard (Academic Indicators)**

*Due to the COVID 19 pandemic the 2022 Dashboard displays status only, no growth. For this year performance levels will be reported using five status levels (Very high, high, medium, low and very low) for state measures.*

	ALL	SED	Hispanic	AA	EL	SPED
<b>ELA</b>	Low	Low	-	Low	-	-
<b>MATH</b>	Very Low	Very Low	-	Very Low	-	-
Source: California School Dashboard “-” = Data not available						

#### **2021-22 CAASPP Results**

*CAASPP data for 2022-23 is not available yet. 2021-22 CAASPP results are below:*

2021-22 CAASPP Percentage of Students At or Above Standard						
	ALL	SED	Hispanic	AA	EL	SPED
<b>ELA</b>	37.5%	43.4%	52.4%	30.8%	-	5.9%
<b>MATH</b>	4.62%	5.6%	4.55%	5.13%	-	0%
Source: <a href="https://caaspp-elpac.ets.org/caaspp/">https://caaspp-elpac.ets.org/caaspp/</a> “-” = Data not available						

#### **2022-23 Internal Assessment Data**

Reading Inventory (Literacy)								
	All	Hisp	AA	EL	SWD	SED	FY	HY
% of Growth Goal Met	174.8%	187.9%	157.9%	87.4%	97.8%	171.7%	149%	134%
% of Students Met	63%	61%	64%	39%	35%	62%	83%	41%
Source: 2022-23 Reading Inventory report								



<b>i-Ready (Math)</b>								
	All	Hisp	AA	EL	SWD	SED	FY	HY
% Typical Goal Progress	193%	171%	220%	154%	151%	190%	99%	274%
% of Stu Met Typical Goal	52%	50%	54%	57%	49%	51%	57%	78%
Source: 2022-23 Reading Inventory report								
3. The charter school has submitted its Annual Report to the LA County Board and School Accountability Report Card (SARC) containing the required elements.								
<i>Ánimo City of Champions submitted an Annual Report to LACOE, which contained all required elements including the 2022-23 SARC. The school reported on the charter Measurable Pupil Outcomes (MPOs) for the 2021-22 school year. The Annual Report included an action plan to address unmet MPOs.</i>								
4. Student achievement data is regularly reported to parents and staff.								
<i>Student achievement data is discussed during staff development. Parents receive progress reports and report cards regarding student progress and grading.</i>								
5. The charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program.								
<i>Data is discussed with the board regularly. The Green Dot Board reviews school-level data and student group data from a variety of resources including the California Dashboard, internal benchmark assessments, and teacher/student surveys. Additionally, in between each full board meeting, a working group led by the Chief Academic Officer, with representation from the Education Team and Board, meet to discuss academic data in more detail.</i>								
6. Local Control Accountability Plan (LCAP):								
a. Board Approval/Timeliness of Submission:								
<i>The 2022-23 LCAP was approved by the Green Dot California Board meeting held on June 27, 2023.</i>								
b. Required Metrics addressed based on type of charter and services offered								
<i>The goals listed in the 2022-23 LCAP include all required metrics based on the 8 State Priorities; however, the goal for Priority 2, Implementation of Academic Standards, needs to be listed as its own metric.</i>								
c. Student Subgroups								
<i>The 2022-23 LCAP includes increased and improved services for Foster Youth, English learners, and Low-income students.</i>								
<b>F. Facilities and Operations</b>								
1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.								
<i>The LACOE Facilities Unit visited Ánimo City of Champions on January 9, 2023. The report noted that the school is coordinating with the local district to provide ADA ramps for rooms 15, 16, and 17.</i>								
2. The charter school maintains proper documentation related to student safety.								
<i>Ánimo City of Champions submitted a Comprehensive School Safety Plan for the 2022-23 school year and maintains a schedule of emergency drills.</i>								
<b>Summary</b>								
<i>Ánimo City of Champions Charter High School (Ánimo City of Champions) opened in August of 2017. Per 2022-23 data from CDE Dataquest Ánimo City of Champions enrolled 315 students. The school's</i>								

demographics are as follows: 47.9% Hispanic, 47% African American, 89.2% socioeconomically disadvantaged, 13.3% English learner, 25.4% students with disabilities, 6.7% Homeless, 2.9% Foster Youth.

Per CDE Dataquest 2021-22 graduation rate data, Ánimo City of Champions outpaced the graduation rate for the local school district 94.1% to 88.6% respectively. In addition, graduation rates for its student groups exceeded those of the local district.

Ánimo City of Champions administered CAASPP for the first time in 2021-22 with the following school-wide percentages of students meeting or exceeding standard: ELA (37.50%); Math (4.62%). 2022-23 schoolwide benchmark assessment data indicates that, school-wide, students made 174.8% of the growth goal in ELA and 193% of the growth goal in math.

Ánimo City of Champions, like many schools, has been challenged by chronic absenteeism after the COVID-19 pandemic. Per CDE Dataquest, the 2021-22 rate of chronic absenteeism for listed student groups was: African American (49.2%); Hispanic/Latino (42.2%); and Students with disabilities (46.2%).

During the 2022-23 school year, Ánimo City of Champions implemented standards-based grading and embedded Language Criteria for Success into lessons. The school also focused on conditions for learning and the use of data to monitor academic progress and provide individualized academic support to students. In addition, the school is intentional in developing strong student-teacher relationships via its advisory program and uses an MTSS program to provide targeted wraparound support for students.

#### Recommendations

- Develop a process to monitor teacher credentialing throughout the school year for actions taken by the California Commission on Teacher Credentialing which impact teacher authorization.
- Develop a process to ensure that the CA Dashboard Local Indicators are uploaded prior to the annual deadline.
- Continue to work at reducing student chronic absenteeism.
- Continue to identify and address achievement gaps between student groups.
- Continue to pursue and evaluate the school's progress toward charter renewal.

Report completed by LACOE Lead Reviewer:

Approved by LACOE Charter School Office Administrator:

Darryl Brown, Ed.D., Coordinator III

Indra Ciccarelli, Director II

Date report provided to the charter school:

**October 16, 2023**

Report provided to charter school via:

- ☒ US Postal Mail/Email  
☐ Meeting  
☒ Zoom Conference



Los Angeles County Office of Education  
Charter School Office Oversight Protocol

## GOVERNANCE REVIEW 2022-23

Charter School:	<b>Green Dot Public Schools Ánimo City of Champions Charter High School</b>
Charter Term:	<b>July 1, 2020 to June 30, 2025 – Extended to June 30, 2028</b> Pursuant to AB 130, Education Code section 47607.4, and SB 114, Ánimo City of Champions Charter High School’s petition was extended for three years, to <b>June 30, 2028</b> .
<i>This document provides a summary of observations and data collected through LACOE monitoring and oversight visit(s), review of meeting agendas, Board documents, minutes, meeting audio recordings and other communications focusing on the Governance structure described in the school’s charter and adherence to applicable laws. This form is adapted from the FCMAT Charter School Annual Oversight Checklist.</i>	
<b>A. Organizational Management</b>	
<p>1. The charter school is structured as:</p> <ul style="list-style-type: none"> <li>a. Solely a charter school</li> <li>b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations)</li> <li>c. If b, describe the structure</li> </ul>	
<i>Ánimo City of Champions Charter High School (Ánimo City of Champions) is operated by Green Dot Public Schools California (Green Dot California Board). Green Dot California operated 19 schools in 2022-23. The organization currently operates 18 schools.</i>	
<p>2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.</p>	
<i>LACOE has been provided with all relevant documents including the articles of incorporation.</i>	
<p>3. There is a list or roster of governing board members.</p>	
<i>The current bylaws state that the number of Directors shall be no less than three (3) and no more than 25. Currently there are 10 board members.</i>	
<p>4. The governing board has a comprehensive plan to conduct an annual oversight of the academic program which reflects the goals and objectives of the local control accountability plan.</p>	
<i>The governing board approves the Ánimo City of Champions annual LCAP prior to July 1<sup>st</sup> each year. The Chief Executive Officer (CEO) and staff provide academic updates to the Green Dot California Board based on established goals and objectives.</i>	
<p>5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.</p>	
<i>In reviewing audio recordings of board meetings, it is evident that the board carefully monitors the finances of the organization and its schools.</i>	
<p>6. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.</p>	
<i>The board demonstrates knowledge of the short and long-term financial outlook of the school. A review of board meeting audio recordings provides evidence of active budget discussions, and adjustments to school programs and organizational goals to account for changes in budget and finances.</i>	
<p>7. The organizational structure of the charter school clearly delineates and distinguishes between the responsibilities of its governing board and those of its management staff.</p>	
<i>The organizational structure of Ánimo City of Champions delineates a clear separation of Green Dot California Board governance responsibilities and school management responsibilities.</i>	
<b>B. Capacity/Composition</b>	
<p>1. Some of the governing board members have previous governance experience.</p>	

<i>Several of the Green Dot California Board members have previous governance experience including serving on higher education advisory councils, non-profits and serving as chairpersons.</i>
2. The governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090.
<i>The Green Dot California Board has adopted a conflict of interest policy in accordance with Government Code Section 1090 and is free of real or perceived conflicts of interest.</i>
3. The governing board represents strong diversity relevant to the community and the charter school population.
<i>Ánimo City of Champions serves a community where there are large populations of African-American and Latinx residents. The Board includes members from both ethnic groups.</i>
4. The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
<i>Green Dot California Board members have expertise in finance, public education, and fundraising.</i>
<b>C. Structure</b>
1. The composition of the governing board is consistent with the approved charter.
<i>The charter references the Green Dot California Board bylaws, which state that there will be between three (3) to 25 board members. There are currently 10 board members.</i>
2. The governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance.
<i>The composition and expertise of the board support effective governance.</i>
3. The governing board has bylaws that are comprehensive and that include a reasonable term limit.
<i>The bylaws allow for two-year terms for directors. There are no noted concerns regarding the Green Dot California Board bylaws.</i>
4. The governing board appears to fully understand the bylaws and their implications.
<i>The Green Dot California Board appears to fully understand the organizations bylaws and comprehends the implications.</i>
5. The governing board has identified officers.
<i>The governing board has elected officers in accordance with the bylaws. The bylaws require the board to designate a Chair, Vice Chair, President, Secretary, Chief Academic Officer, and a Chief Financial Officer.</i>
6. There are written job descriptions for board officers that clearly describe the roles and responsibilities of each.
<i>The bylaws include job descriptions for Board officers.</i>
7. The bylaws delineate committees and provide detailed job descriptions for these committees.
<i>The bylaws include descriptions of an Audit committee.</i>
<b>D. Clarity</b>
1. The governing board actively discusses which elements of key decision are governance vs. management.
<i>Per a review of Green Dot California Board meeting audio, the board discusses and makes decisions on items that impact the direction of the organization such as fundraising, facilities, policy, and accountability. The Board relies on the CEO to coordinate with staff to oversee organizational management and to provide data and information to support board governance.</i>

2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance.
<i>The school site leadership team organizes and presents information to the CEO and executive staff who communicate with the Board. The leadership team also oversees local governance bodies such as the School Advisory Council.</i>
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.
<i>A review of board meeting agendas shows that the Green Dot California Board met during closed session on September 28, 2022, to evaluate the performance of the President/CEO.</i>
4. There is a strong working relationship among the charter school leader, board chair and full board.
<i>Per a review of board meeting audio, there is a strong working relationship between the CEO, board chair, and full board.</i>
<b>E. Meetings</b>
1. The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with the requirements of the Brown Act.
<i>During the 2022-23 school year, the Green Dot California Board held six full board meetings and five Executive Committee meetings. Meeting agendas and audio files were forwarded to the LACOE Charter School Office in compliance with the LACOE Monitoring and Oversight Memorandum of Understanding (MOU).</i>
2. The governing board complies with the following: <ul style="list-style-type: none"> <li>a. Regularly scheduled meetings with appropriate public notice</li> <li>b. Brown Act training and meeting compliance</li> <li>c. Availability of meeting minutes</li> </ul>
<i>The Green Dot California governing board holds regularly scheduled meetings with appropriate public notice, Brown Act compliance, and makes the minutes of meetings available.</i>
3. The governing board has resolutions and board-adopted policies related to the following: <ul style="list-style-type: none"> <li>a. Conflict of interest</li> <li>b. Handbooks: parent, student, employee</li> <li>c. Student and employee discipline and due process</li> <li>d. Parent complaint resolution and due process</li> <li>e. Internal controls policies and related forms and systems</li> <li>f. Bank signature authorizations</li> <li>g. Harassment: student, staff</li> <li>h. Safety plan</li> <li>i. Immunization records</li> <li>j. Family Educational Rights and Privacy Act (FERPA): Policy and notices</li> <li>k. Section 504 compliance</li> <li>l. Allowable purchases and purchasing authority</li> </ul>
<i>The Green Dot California Board has adopted all of the above policies.</i>
4. Material revisions to the charter have been approved by the governing board.
<i>There were no material revisions during the 2022-23 school year.</i>

<b>F. Parent and Staff Involvement</b>	
1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.	
<i>The Green Dot California Board has provided access to board meetings via teleconferencing. Teleconferencing information is listed on meeting agendas. Public comment has provided opportunities for stakeholder input during board meetings.</i>	
<b>Summary:</b>	
<i>The Green Dot California Board is engaged and provides effective governance. Per review of boarding meeting audio, Directors ask probing questions and have a focus on current and future goals for the organization. Board member attendance is high, and members provide valuable input based on their areas of expertise.</i>	
<b>Recommendations:</b>	
<ul style="list-style-type: none"> <li>Ensure that CA Dashboard Local Indicator reporting is completed by the annual submission deadline.</li> <li>Continue to monitor the Ánimo City of Champions instructional program and the school's progress toward charter renewal.</li> </ul>	
Report completed by LACOE Lead Reviewer:	Approved by LACOE Charter School Office Administrator:
Darryl Brown, Ed.D., Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school:	Report provided to charter school via:
<b>October 16, 2023</b>	<input checked="" type="checkbox"/> US Postal/Email <input type="checkbox"/> Meeting <input checked="" type="checkbox"/> Zoom Conference

March 6, 2025

Ms. Cristina de Jesus  
President & CEO  
Green Dot Public Schools  
1149 S Hill St Ste 600  
Los Angeles, CA 90015

Dear Ms. de Jesus,

On February 26, 2025, the State Allocation Board (Board) approved Green Dot Public Schools' Animo City of Champions Charter High as the successor Charter School Applicant for the Charter School Facilities Program (CSFP) funded project formerly known as Today's Fresh Start, application number 54/64634-00-003. Specifically, the Board took the following actions:

- 1) Approved Green Dot Public Schools' Animo City of Champions Charter High as the successor Charter School under application number 54/64634-00-004.
- 2) Required Green Dot Public Schools' Animo City of Champions Charter High to assume repayment of any remaining or outstanding loan payments starting August 1, 2025.
- 3) Required Green Dot Public Schools' Animo City of Champions Charter High to execute Charter School Agreements with OPSC and CSFA.
- 4) Required Green Dot Public Schools' Animo City of Championships Charter High Charter School to take title to the facilities and site.
- 5) Required Green Dot Public Schools' Animo City of Champions Charter High to record a lien on the site for the total amount of funds received from the state.
- 6) Rescinded the apportionment under Today's Fresh Start, application number 54/64634-00-003 and transferred of the apportionment to Green Dot Public Schools' Animo City of Champions Charter High, application number 54/64634-00-004.

The complete item with the Board's action is enclosed for your reference. Should you have any questions, please contact me at (279) 946-8463 or via email at [Kaycie.Barr@dgs.ca.gov](mailto:Kaycie.Barr@dgs.ca.gov).

Sincerely,

*Kaycie Barr*

*Electronically signed. March 6, 2025.*

Kaycie Barr  
Appeals Analyst  
Office of Public School Construction

cc: Project Files: 54/64634-00-003  
54/64634-00-004

## **CHARTER SCHOOL FACILITIES PROGRAM** **AWARDING A SUCCESSOR CHARTER**

### **PURPOSE OF REPORT**

To request the State Allocation Board (Board) approve a successor Charter School Applicant for the Charter School Facilities Program (CSFP) funded project formerly known as Today's Fresh Start, application number 54/64634-00-003.

### **DESCRIPTION**

When a Charter School ceases to use a CSFP funded facility for charter school purposes, Education Code Section 17078.62 allows for a qualifying successor Charter School to meet its facility needs by occupying the facility on equal terms as the prior Charter School occupant. Today's Fresh Start is no longer using its CSFP funded facility for charter school purposes. This item requests the Board approve Green Dot Public Schools' Animo City of Champions Charter High as the successor Charter School Applicant.

### **AUTHORITY**

See Attachment A.

### **BACKGROUND**

Today's Fresh Start received a preliminary apportionment for a new construction project in February 2005. Due to a fiscal crisis, the project's deadline to convert to a final apportionment was frozen from December 2008 to October 2011. Today's Fresh Start converted to a final apportionment in March 2013. The total amount of funds received from the state was \$19,101,208.00, of which \$9,550,604.00 was a loan for the local match as shown on the attached funding shell (see Attachment B). The new construction project consisted of acquiring a site and constructing a 19-classroom elementary school located in the Inglewood Unified School District (District). Today's Fresh Start held title to the site. The project was occupied in September 2016 and payments on the loan began the following year, in September 2017. Due to the nonrenewal of its charter school petition, Today's Fresh Start closed on June 30, 2020. Today's Fresh Start is no longer using the facility for charter school purposes.

After consulting with the Office of Public School Construction (OPSC) and the California School Finance Authority (CSFA), the District notified Charter Schools about the available site and opened an application period for those entities that were interested in taking over the facilities. One application was received. The District identified Green Dot Public Schools' Animo City of Champions Charter High (Charter School) as the recommended successor charter school as identified on the attached funding shell (see Attachment C).

## **STAFF ANALYSIS/COMMENTS**

OPSC and CSFA have reviewed the application submitted by the Charter School and have determined it is a qualifying successor Charter School. The Charter School was found financially sound by CSFA at their February 2025 meeting and upon approval of this item by the State Allocation Board, all parties will execute new Charter School Agreements. To occupy the facility on equal terms as Today's Fresh Start, the Charter School will need to assume repayment of any remaining or outstanding loan payments starting August 1, 2025, take title to the facilities and site, and record a lien on the site for the total amount of funds received from the state.

## **RECOMMENDATIONS**

1. Approve Green Dot Public Schools' Animo City of Champions Charter High as the successor Charter School under application number 54/64634-00-004.
2. Require Green Dot Public Schools' Animo City of Champions Charter High assume repayment of any remaining or outstanding loan payments starting August 1, 2025.
3. Require Green Dot Public Schools' Animo City of Champions Charter High execute Charter School Agreements with OPSC and CSFA.
4. Require Green Dot Public Schools' Animo City of Champions Charter High Charter School take title to the facilities and site.
5. Require Green Dot Public Schools' Animo City of Champions Charter High record a lien on the site for the total amount of funds received from the state.
6. Rescind the apportionment under Today's Fresh Start, application number 54/64634-00-003 and transfer the apportionment to Green Dot Public Schools' Animo City of Champions Charter High, application number 54/64634-00-004 as shown in attachments B and C.

The State Allocation Board approved this Item on February 26, 2025.



## ATTACHMENT A

### AUTHORITY

#### **Education Code Section 17078.62.**

(a) As a first priority, the existing charter school shall be permitted to continue to use the facility until it is no longer needed by the charter school for charter school purposes.

(b) If the charter school occupying a facility funded pursuant to this article ceases to utilize the facility for a charter school purpose, all of the following apply:

(1) If the charter school is no longer using the facility because the school district in which the charter school is located has revoked or declined to renew the charter, the school district, as a necessary component of the first priority established in subdivision (a), may not immediately occupy the facility, but shall allow a reasonable time, not to exceed six months, for completion of the review process contemplated in Section 47607 or 47607.5.

(2) As a second priority, any qualifying successor charter school shall be permitted to meet its facility needs by occupying the facility on equal terms as the prior charter school occupant, including, but not limited to, assumption of fee simple title to the facility, as described in paragraph (3) of subdivision (a) of Section 17078.63.

(3) As a third priority, the school district in which the charter school is physically located may notify the authority and take possession and take title to the facility, if the title is not already held by the district and make the facility available for continued use as a public school facility.

(4) If the school district in which the charter school is physically located elects to take possession of a facility pursuant to paragraph (3), it shall pay the balance of the unpaid local matching share or demonstrate that it is willing and able to continue to make the lease payments in lieu of the local matching share on the same terms. However, the payments shall be reduced or eliminated, as appropriate, if the school district complies with all of the following:

(A) It demonstrates that it would have been eligible for hardship funding under Article 8 (commencing with Section 17075.10) at the time that the application for funding the facility under this article was originally submitted.

(B) It certifies to the board that it will utilize the facilities for public school purposes for a period of at least five years from the date that it occupies the facility.

(5) (A) If the school district declines to take possession pursuant to paragraph (3), or if the facility is subsequently no longer needed for public school purposes, the school district shall dispose of the facilities in a manner otherwise applicable to the disposal of surplus public schoolsites. Any unpaid local matching share shall be paid from the net proceeds, if any, of the disposition and shall be deposited into the respective 2002, 2004, or 2006 Charter School Facilities Account. To the extent that funds remain from the proceeds of the disposition after repayment of the local matching share, any security interest granted to a person or entity pursuant to subparagraph (B) of paragraph (3) of subdivision (a) of Section 17078.57 shall be satisfied. Funds remaining from the proceeds after any security interest has been satisfied shall be paid to the school district in which the facility is located to be used for capital improvements in the school district.

(B) If title to the facility is held by a charter school or a local governmental entity other than the school district, and the school district declines to dispose of the facility, the board shall dispose of the facility in accordance with the provisions that would otherwise apply to the disposal of surplus school property by the school district,

including, but not limited to, Chapter 4 (commencing with Section 17385) of Part 10.5. The proceeds of the disposition shall be distributed in accordance with subparagraph (A).

(6) If the lease payments in lieu of the local matching share are fully paid, the school district shall continue to hold title to the facility, in trust, for the benefit of the state public school system. The school district shall permit continued use of the facility for charter school purposes as long as the facility is needed for those purposes.

*(Amended by Stats. 2009, Ch. 192, Sec. 2. (SB 592) Effective October 11, 2009.)*

### **School Facility Program Regulations Section 1859.171. Use of Facility.**

If an applicant that has received funding pursuant to Section 1859.164.2(b) and has not met the timelines established in Section 1859.166 on a Preliminary Charter School Apportionment, or is no longer occupying the Facility constructed with funds derived through a Final Charter School Apportionment, and the review process outlined in Education Code Section 17078.62(b)(1) has been completed (if applicable), then the following events shall occur:

(a) Any qualifying successor Charter School shall be permitted to occupy the Facility pursuant to Education Code Section 17078.62(b)(2). A qualifying successor Charter School will be selected in the following manner:

(1) The School District in which the project is physically located that serves the same grade level as the pupils housed in the project shall publicly notify all eligible Charter Schools authorized to operate in the School District's boundaries. An eligible Charter School is at minimum a Charter School with an approved petition that provides classroom-based instruction as defined by Education Code Section 47612.5(e)(1). A qualifying successor Charter School must be able to assume payment of any funds owed pursuant to Section 1859.168, enter into the Charter School Agreements, and be found Financially Sound by CSFA, in addition to any School District requirements approved by both OPSC and CSFA. Examples of possible School District requirements may include:

(A) Requirements to avoid a health and/or safety concern, such as grade levels of Charter Schools that are co-located on other school sites, and

(B) If local funds were provided to construct the Facility, requirements or restrictions related to local fund sources that do not conflict with CSFP requirements.

(2) If more than one eligible Charter School responds to the School District's notification, the School District must use a fair and competitive process, such as a request for proposal, to identify and rank eligible Charter Schools. When ranking eligible Charter Schools, preference shall be provided to Charter Schools that serve Low-Income students, as well as Charter Schools that meet the definition of a Non-Profit Entity. School Districts may add additional preference point categories approved by OPSC and CSFA. The combined total eligible points and/or weighing provided by the additional School District categories shall not exceed the combined total eligible points and/or weighing for Low-Income and Non-Profit Entity categories. Examples of possible School District preference points categories include:

(A) Charter Schools that will relocate from a School District property that is not a school,

(B) Charter Schools serving students in the same grade level as the constructed classrooms in the Facility,

(C) Charter Schools whose use of the Facility will resolve a current health and/or safety issue at its current location on School District property, and

## ATTACHMENT A

(D) Charter Schools that serve a certain threshold of in-district students or will serve School District unhoused students.

(3) The School District, with approval from the OPSC and CSFA, must identify, in ranking order if applicable, a successor Charter School.

(4) If multiple Charter Schools apply jointly to be a successor Charter School, they will be treated as one applicant for purposes of assigning preference points and ranking. Preference points will be assigned based on the school with the enrollment majority as documented in the approved charter petition(s) for the grade levels that will use the Facility.

(b) If after the steps in subsection (a) are complete, no qualifying successor Charter School is identified or chooses to occupy the Facility, the School District in which the project is physically located that serves that same grade level as the pupils housed in the project, may elect to take possession of the Facility and pay the balance of the local matching share. The School District may qualify for a waiver of repayment if it can meet all the following:

(1) Demonstrate that at the time the Form SAB 50-04 was submitted for Final Charter School Apportionment, the School District would have qualified for financial hardship, pursuant to Section 1859.81; and,

(2) Certify to the Board that it will comply with the requirements of Education Code Section 17078.62(b)(4)(B).

(c) If the School District chooses not to take possession of the Facility, it shall dispose of the Facilities in the manner applicable to the disposal of surplus school sites pursuant to Education Code Sections 17455 through 17484. The proceeds from the sale shall be used to pay off the remaining loan balance, if any.

(d) Pursuant to Education Code Section 17078.62(b)(5)(B), if the School District declines to dispose of the Facility it shall provide written notice of its rejection to the Board in the form of written action taken by the governing board of the School District and the Board shall dispose of the property.

Note: Authority cited: Sections 17070.35 and 17078.64, Education Code.

Reference: Section 17078.62, Education Code.

APPLICANT DATA			
Applicant:	Today's Fresh Start	PTN:	64634-25
Application No:	54/64634-00-003	County:	Los Angeles
School Name:	Today's Fresh Start	District:	Inglewood Unified
		Filing Basis:	District Wide

HISTORY OF PROJECT FUNDING			
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	Fund Code	Proposition	Previously Authorized	Authorized This Action	Remaining State Apportionment This Action
<u>State Share</u>					
CSFP Grant	055-540	55	8,449,905.00	\$ (8,449,905.00)	
CSFP Grant - CIF	047-511	47	1,092,191.00	(1,092,191.00)	
CSFP Grant - DTSC/Relo	055-541	55	8,508.00	(8,508.00)	
<u>Applicant Share</u>					
CSFA Lease Amount	055-540	55	8,449,905.00	(8,449,905.00)	
CSFA Lease Amount - CIF	047-511	47	348,344.36	(348,344.36)	
CSFA Lease Amount - DTSC/Relo	055-541	55	8,508.00	(8,508.00)	
Cash Contribution			743,846.64	(743,846.64)	
Total			\$ 19,101,208.00	\$ (19,101,208.00)	\$ 0.00
Funding Sources: Proposition 47 Bonds/2002-Nov.; Proposition 55 Bonds/2004-Mar.					

APPLICATION DATA			PROGRAM GRANT DATA	
Type of Project:	Elementary School		Base Grant	\$ 3,295,838.00
Pupils Assigned:	K-6	338	Fire Detection Alarm	\$ 3,718.00
Number of Classrooms:		19	Sprinkler System	\$ 55,432.00
Addition to an Existing Site:	No		Multi-Level Constr.	17 CRS \$ 395,501.00
Recommended Acres:		9.9	Site Acquisition	\$ 3,310,508.00
Master Plan Acres		9.9	Service Site	\$ 251,210.00
Proposed Acres:		2.38	Off-Site	\$ 3,815.00
Existing Acres:			Utilities	\$ 70,185.00
			General Site	\$ 262,743.00
			Urban/Security	\$ 1,877,837.00
			Prevailing Wage	\$ 23,817.00
			Total State Share	\$ 9,550,604.00
			Applicant Share (50%)	\$ 9,550,604.00
			Total Project Cost	\$ 19,101,208.00

STIPULATED TERMS & NEXT STEPS

This item rescinds the apportionment under Today's Fresh Start, application number 54/64634-00-003, so that the apportionment may be transferred to Green Dot Public Schools' Animo City of Champions Charter High, application number 54/64634-00-004

The cash contribution amount of \$743,846.64 was expended by Today's Fresh Start as loan payments to application number 54/64634-00-003, and reduces the previous loan amount of \$9,550,604.00 to \$8,806,757.36 for Green Dot Public Schools' Animo City of Champions Charter High, application number 54/64634-00-004.

## APPLICANT DATA

Applicant:	Green Dot Public Schools	PTN:	64634-25
Application No:	54/64634-00-004	County:	Los Angeles
School Name:	Animo City of Champions Charter High School	District:	Inglewood Unified
		Filing Basis:	District Wide

## HISTORY OF PROJECT FUNDING

	Fund Code	Proposition	Previously Authorized	Authorized This Action	State Apportionment This Action
<b>State Share</b>					
CSFP Grant	055-540	55		\$ 8,449,905.00	8,449,905.00
CSFP Grant - CIF	047-511	47		1,092,191.00	\$ 1,092,191.00
CSFP Grant - DTSC/Relo	055-541	55		8,508.00	8,508.00
<b>Applicant Share</b>					
CSFA Lease Amount	055-540	55		8,449,905.00	8,449,905.00
CSFA Lease Amount - CIF	047-511	47		348,344.36	348,344.36
CSFA Lease Amount - DTSC/Relo	055-541	55		8,508.00	8,508.00
Cash Contribution				743,846.64	
Total			\$ 0.00	\$ 19,101,208.00	\$ 18,357,361.36

Funding Sources: Proposition 47 Bonds/2002-Nov.; Proposition 55 Bonds/2004-Mar.

## APPLICATION DATA

Type of Project:	Elementary School
Pupils Assigned:	K-6 338
Number of Classrooms:	19
Addition to an Existing Site:	No
Recommended Acres:	9.9
Master Plan Acres	9.9
Proposed Acres:	2.38
Existing Acres:	

## PROGRAM GRANT DATA

Base Grant	\$ 3,295,838.00
Fire Detection Alarm	\$ 3,718.00
Sprinkler System	\$ 55,432.00
Multi-Level Constr.	17 CRS \$ 395,501.00
Site Acquisition	\$ 3,310,508.00
Service Site	\$ 251,210.00
Off-Site	\$ 3,815.00
Utilities	\$ 70,185.00
General Site	\$ 262,743.00
Urban/Security	\$ 1,877,837.00
Prevailing Wage	\$ 23,817.00
Total State Share	\$ 9,550,604.00
Applicant Share (50%)	\$ 9,550,604.00
Total Project Cost	\$ 19,101,208.00

## STIPULATED TERMS &amp; NEXT STEPS

The Applicant shall ensure that it is in compliance with all applicable laws, regulations and certifications it made on the program forms.

The State apportionment was previously received by Today's Fresh Start under application number 54/64634-00-003. Today's Fresh Start is no longer using the facility for charter school purposes and the apportionment for Today's Fresh Start has been rescinded. This item transfers the apportionment and expenditures to Green Dot Public Schools' Animo City of Champions Charter High as the successor charter school from rescinded application number 54/64634-00-003.

The cash contribution amount of \$743,846.64 was expended by Today's Fresh Start as loan payments to application number 54/64634-00-003, and reduces the previous loan amount of \$9,550,604.00 to \$8,806,757.36 for Green Dot Public Schools' Animo City of Champions Charter High, application number 54/64634-00-004.

**CHARTER FACILITIES AGREEMENT  
BY AND BETWEEN  
INGLEWOOD UNIFIED SCHOOL DISTRICT AND  
GREEN DOT PUBLIC SCHOOLS CALIFORNIA**

**THIS AGREEMENT** ("Agreement") is made this \_\_\_ day of \_\_\_\_\_, 2025 (the "Effective Date"), by and among the Inglewood Unified School District, a public school district organized and existing under the laws of the State of California ("District") and Green Dot Public Schools California, a non-profit public benefit corporation ("Green Dot"), which operates Animo City of Champions Charter High School, a California public charter school, ("Animo"). Green Dot and Animo are collectively referred to herein as the "Charter School." The District and Charter School are collectively referred to as "the Parties."

**RECITALS**

**WHEREAS**, Charter School received approval of its Petition and Charter ("Charter"), from the Los Angeles County Office of Education ("LACOE") in March 2017;

**WHEREAS**, District is obligated by Education Code section 47614 ("Proposition 39") and its implementing regulations set forth in the California Code of Regulations, Title 5, section 11969.1 et seq. ("Regulations") to provide qualifying charter schools with facilities sufficient to accommodate all of a charter school's in-district students in space and conditions reasonably equivalent to those available to students attending District schools;

**WHEREAS**, on or about October 31, 2024, Charter School submitted to the District a request for facilities for the 2025-2026 academic year under the provisions of Proposition 39 and its implementing Regulations;

**WHEREAS**, the Parties desire to set forth the terms and conditions pursuant to which the Charter School will occupy classrooms and use facilities (as more fully described in Section 6 of this Agreement), including recreation, play space, furniture and equipment installed therein by the District ("Subject Property") at 9330 South 8th Avenue, Inglewood, California ("Site") for the 2025-26 school year ("Applicable Year").

**NOW THEREFORE**, in consideration of the covenants and agreements hereinafter set forth, the Parties agree as follows:

**Section 1. Use of the Subject Property.** District agrees to allow Charter School use of the Subject Property (more specifically described at Section 6 of this Agreement and herein after referred to as "Subject Property") for the sole purpose of operating the Charter School's educational program and its related educational activities. District and third-party programs will also be located at the Site and such programs will share certain facilities, as described below in Section 6 of this Agreement, with the Charter School. Charter School's right to use of the Subject Property shall be for the Applicable Year and shall begin July 28, 2025, and conclude at the expiration of this Agreement on June 30, 2026.

A. Reversion to District. Upon the termination or expiration of this Agreement by its terms, the right to use and occupation of the Subject Property and the facilities and District equipment thereon, if any, shall revert to the District. If the Charter School desires to have facilities provided by the District for the 2026-2027 academic year, the Charter School must submit a facilities request pursuant to Proposition 39 no later than November 1, 2025, or the then-applicable submission deadline as determined by applicable law. Upon termination of this Agreement, the District shall recoup the full rights and benefits of its ownership of the Subject Property, including, but not limited to, use of such Subject Property for District programs and services.

B. Civic Center Act. The Charter School shall have primary use of the space allocated to the Charter School for the operation of its educational program and activities reasonably related thereto; provided, however, that after 5:00 p.m. during the week and all day on weekends and holidays, the Subject Property shall be subject to use by the public pursuant to the Civic Center Act and/or any joint use or recreational program use that has been deemed appropriate by the District. Charter School and District shall meet prior to the beginning of each semester and prior to the beginning of summer vacation to schedule Charter School activities (such as back to school nights, board meetings, school plays, after-school programs, enrichment classes and similar). Civic Center Act use requests, for use of the Subject Property by users other than Charter School, shall be evaluated and handled by the District, but coordinated with the Charter School. The District will consult with Charter School prior to scheduling any Civic Center Act use of space allocated to Charter School's exclusive use to avoid scheduling conflicts. Charter School shall direct all Civic Center Act requests for use of the Subject Property to the District's Chief Business Official. All proceeds derived from the use of the Subject Property pursuant to the Civic Center Act shall be the property of the District.

C. Drill Notice. In the event that Charter School conducts a fire, earthquake or other emergency drill, Charter School shall provide District with reasonable notice of the time and nature of the drill and confirm that a District representative and a representative of any third-party also occupying space at the site are aware of the time and nature of said drill.

D. Full and Complete Satisfaction. Charter School agrees that the provision of the Subject Property pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to Charter School under Education Code section 47614 and the Proposition 39 Regulations for the Applicable Year. Charter School has agreed to furnish and equip the facilities for classroom instruction with its own furnishings and equipment. Charter School agrees that, by accepting the Subject Property, it certifies that the District has satisfied the District's obligation to provide facilities to the Charter School under Education Code section 47614 and all Proposition 39 implementing Regulations for the Applicable Year. The Charter School waives and forever releases the District from any claim that the Charter School or any successor entity may have against the District regarding any allegation that the District has taken action to impede the Charter School from expanding its enrollment to meet pupil demand for the Applicable Year. Furthermore, the Charter School waives any rights it may have to subsequently challenge those aspects of the District's offer of facilities for the Applicable Year that the Charter School believes violate the substantive or procedural requirements of Proposition 39 and its implementing Regulations.

E. Early Termination. This Agreement shall terminate prior to June 30, 2026, upon the revocation, nonrenewal or expiration for any reason of Animo's Charter, or closure of Charter School, or material breach of this Agreement; however, in the case of a revocation or non-renewal, only after the Charter School has exhausted all appeals of said revocation or non-renewal. Upon such early termination, the right to use and occupy the Subject Property and the facilities and District equipment thereon, if any, shall revert to the District in accordance with Section 1.A above. The Charter School reserves the right to terminate this Agreement, with 30 days' notice, prior to June 30, 2026. Should the Charter School exercise this option, it will vacate the Subject Property by the early termination date.

F. Termination for Convenience. In addition, the District reserves the right to terminate the Agreement for convenience with thirty (30) days' written notice. Upon notice of a Termination for Convenience, the Parties shall review the financial conditions of the Termination and make arrangements for a transition from the Subject Property by the end of the Charter School academic year. This Termination for Convenience is in addition to the

Early Termination due to revocation or non-renewal and/or if there is a material breach of the Agreement. If the District provides equivalent space and addresses the cost for moving Charter School, the District shall have completed all cost related responsibilities associated with a Termination for Convenience. If no such arrangement is made within ninety (90) days prior to the end of the Charter School academic year, then the Parties shall meet and confer and address costs for transition, so Charter School may make their own arrangements.

G. Site Development, Lease, or Disposition. The District is reviewing options to develop, lease, sell, or otherwise find an alternative use for the Site and Subject Property subject to this Agreement and this process may begin or occur during the term of this Agreement. To the extent any such use of the Site and Subject Property materially interferes with Charter School's use of the Site and Subject Property, the District agrees to provide Charter School with comparable school facilities for the portion of the impacted Site and Subject Property.

**Section 2. Consideration.** Charter School shall pay the District a pro rata share for use of the Site for the 2025-2026 school year in the amount of **\$148,896.00**. The pro rata share is due on or before the 1st of each month without invoice. This pro-rata share will be payable to District in ten (10) installment payments, commencing September 1, 2025, and ending June 1, 2026.

All other fees, charges, and payments due and owing from the Charter School to the District shall be invoiced by the District to the Charter School and shall become due within thirty (30) days of receipt of invoice by Charter School. Late payments shall be subject to interest at the rate of ten percent (10%) per annum.

**Section 3. Utilities.** Charter School will be charged an additional sum as described as a pro rata contribution towards the Charter School's use of utilities at the Site (the "Utilities Fee"), which shall otherwise be borne by the District and includes gas, electricity, water, sewer, refuse and recycling, estimated to total **\$30,000.00**. The Utilities Fee shall be calculated and adjusted as necessary to reflect the Charter School's actual pro rata share of utilities and Charter School shall be invoiced for same. The Utilities Fee shall be payable to the District in ten (10) monthly installment payments for the period commencing September 1, 2025 and ending June 30, 2026. The Utilities Fee is due on or before the 1st of each month without invoice. Charter School shall obtain its own telephone and internet service provider and shall assume sole responsibility for upkeep and maintenance of all Charter School telephone systems, data lines, and related equipment, software and hardware.

**Section 4. Maintenance and Operations.** The ongoing operations and regular and routine maintenance of Charter School's allocated exclusive use spaces at the Subject Property are the responsibility of the Charter School. The Charter School shall also be responsible for providing custodial services for those facilities identified in Paragraph (A) of Section 6 and the student restrooms proximate thereto at the Subject Property, and all equipment and furnishings therein. Charter School shall perform custodial services in a manner equivalent to those performed at other District school sites. Charter School shall remove graffiti and repair any vandalism caused by Charter School or its students, employees, or invitees at the Subject Property as soon as possible, but in no event later than 72 hours after such graffiti and/or vandalism occurs. Charter School shall be responsible for all costs, coordination and scheduling of all necessary pest and insect control and fire extinguisher maintenance inspections for its exclusive use spaces. Charter School shall provide a written copy of any such report, proof of inspection or other documentation of any inspection or review to the District within five (5) business days of receipt.

District shall be responsible for the major maintenance of the facilities used by



Charter School. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582. Notwithstanding the District's major maintenance obligations, Charter School shall be responsible for and shall pay for any major maintenance of any character whatsoever which is occasioned or is made necessary by reason of the negligence or misuse of the Subject Property by Charter School. All other kinds of maintenance shall be considered routine maintenance. The District shall be responsible for groundskeeping and landscaping of the Subject Property.

In the event that the Charter School requires the District to perform major maintenance, as allowed for above, Charter School must submit such request via appropriate District processes. Currently, and until further written notice, the Charter School must submit such requests to the County Administrator. For an emergency request for service, Charter School should call the County Administrator directly. Emergency request is defined as a situation requiring immediate attention, generally characterized by a dangerous or hazardous condition. Emergency work should be of such importance that immediate action is required to prevent a safety or health hazard, or to prevent significant damage to District property. The District reserves the right to implement a different process for submission of requests.

**Section 5. Installation of Improvements by Charter School.** Charter School shall not construct or install any improvements on the Subject Property or make any permanent modifications to the Subject Property without the prior written consent of District, and if required, the Division of the State Architect ("DSA"). District's approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole and absolute discretion, and District may disapprove of such improvements for any reason. Unless otherwise specified in this Agreement, in each case where prior written consent of the District is required under Section 5 or any other provision of this Agreement, such consent shall be obtained exclusively from the District's Chief Business Official, and consent obtained from any other source shall be invalid. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable including, but not limited to building codes, fingerprinting requirements, criminal background clearance, and prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students. Charter School shall indemnify, defend and hold harmless District, its directors, officers and employees from any loss, damage, claim, cause of action, cost, expense or liability arising out of or caused by any violation by the Charter School or its directors, officers, employees or contractors of any applicable federal, state or local statute, ordinance, order, governmental requirement, law or regulation that applies to any work, including, without limitation, any labor laws and/or regulations requiring that persons performing work on any improvements be paid prevailing wage.

Charter School shall deliver to District, promptly after Charter School's receipt thereof, originals or, if originals are not available, copies of any and all of the following instruments and documents pertaining to any testing, construction, repair or replacement of improvements on the Subject Property: (a) plans and specifications for the subject improvements, (b) test results, physical condition and environmental reports and

assessments, inspections, and other due diligence materials related to the subject improvements, (c) permits, licenses, certificates of occupancy, and any and all other governmental approvals issued in connection with the subject improvements, (d) agreements and contracts with architects, engineers and other design professionals executed with respect to the design of the subject improvements, (e) construction contracts and other agreements with consultants, construction managers, general and other contractors, and equipment suppliers pertaining to the construction, repair or replacement, as the case may be, of the subject improvements and (f) all guaranties and warranties pertaining to the construction, repair or replacement, as the case may be, of the subject improvements.

Charter School shall conduct the inspection, sampling and analysis of building materials to determine the presence of asbestos-containing materials in exclusive use spaces as required by applicable law. Charter School will provide copies of reports regarding the aforementioned testing to the District. If asbestos abatement is required, the Charter School will perform the abatement. The parties will evenly divide the cost of abatement. If the cost of abatement is less than \$12,021.65, the Charter School will automatically receive a subsidy for amounts owed under this Agreement of one-half of the cost of abatement. The subsidy will be applied in equal monthly installments. If the cost of abatement exceeds \$12,021.65, the Charter School will pay up to \$12,021.65 for one-half of the cost of abatement. If the cost of abatement exceeds \$24,043.30, the parties will negotiate an alternative agreement. The Charter School will also be charged a reduced fee listed in Section 2 to account for time when the full square footage of the Site is not available.

Charter School will not permit any liens or claims to stand against the Site or any portion thereof for labor or material furnished in connection with any work performed by Charter School. Upon reasonable and timely notice of any such lien or claim delivered to Charter School by District, Charter School may bond and contest the validity and the amount of such lien, but Charter School will immediately pay any judgment rendered, will pay all proper costs and charges, and will have the lien or claim released at its sole expense. Additionally, Charter School may not use or operate the improvements until the project is closed-out and certified by DSA, if applicable, and/or final approval is received from any applicable agency. Charter School shall provide evidence of close-out and certification or approval, in a form reasonably acceptable to the District.

**Section 6. Provision of Facilities.** The facilities to be provided by the District to the Charter School are described in this Section 6. The facilities to be provided by the District to the Charter School for the Applicable Year are as follows:

A. Charter School shall have exclusive use of nine (9) rooms for teaching, specialized instruction, and non-teaching space for the Applicable Year, as follows: Room nos. 1, 2, 3, 4, 5, 6, 7, 8, and 9.

B. Charter School shall have non-exclusive use of the outdoor play area, a multipurpose room, restrooms, and parking, as designated in Exhibit "A." Charter School, District, and any third-party program occupying space at the site will meet and determine a schedule for cooperative, shared use.

C. The Parties acknowledge that the District has no obligation to provide facilities for out-of-District students.

**Section 7. Security.** The Parties acknowledge that the Site will be shared by the Charter School and District or third-party programs. The Parties acknowledge that the Charter School is responsible for ensuring the security of the Subject Property through security systems and devices, including, but not limited to, locks and gates. The Charter School shall not be responsible for locking or securing any shared use spaces following the

District's or third-party's use. The Charter School may install a monitored security system but shall not be required to install any additional security systems or devices on the Subject Property. The Charter School is required at all times to maintain the security of the Subject Property by the proper use of all such security systems and devices. All locks and keys shall not be changed without first obtaining approval from the District's Chief Business Official. Within five (5) working days after new alarm codes, locks or keys have been changed or added, the Charter School shall provide new alarm codes, or keys to the District's Chief Business Official. Upon expiration or termination of the Term, Charter School shall rekey all locks at the Subject Property to the specifications of the District, at Charter School's sole cost and expense and provide the new keys to the District.

**Section 8. Signage/Warren Lane Elementary School References.** Charter School shall not have the right to place, construct or maintain any sign, advertisement, awning, banner, or other external decorations on the Subject Property and/or Site without District's prior written consent, which consent is at the District's sole discretion. Under no circumstances may the Charter School or any of its board members, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors and/or assigns obscure, remove, paint over, permanently conceal or otherwise alter any sign, decal, mural, mascot or other reference to "Warren Lane Elementary School" on the Subject Property ("Warren Lane Reference") in any way. Charter School must specifically communicate this to its on-site staff. In the event that any Warren Lane Reference is damaged or obscured in any way by the Charter School or its students, employees, agents or invitees during the Charter School's use of the Subject Property, Charter School shall be responsible for all costs associated with the full restoration of the Warren Lane Reference.

**Section 9. Condition of Property.** Charter School, at its expense, shall comply with all applicable laws, regulations, rules, and orders with respect to its use and occupancy of the Subject Property, including, without limitation, those relating to health, safety, noise, environmental protection, waste disposal, and water and air quality. The Charter School shall not be responsible for any and all environmental conditions that existed prior to the Charter School's occupancy of the Subject Property, so long as such environmental conditions are not exacerbated by the Charter School's negligence or willful misconduct. The District shall remain responsible for compliance with the ADA, FEHA, and other applicable laws, including, but not limited to, building code standards for any existing compliance issue prior to the date of the District's delivery of the Subject Property to the Charter School. The Charter School shall only assume responsibility for compliance with ADA, FEHA and other applicable building code standards to the extent such compliance is triggered by any modifications or improvement made by the Charter School. Should any modifications or improvements made by the Charter School change or affect the character of any existing improvements, Charter School shall be responsible for bringing said existing improvements into compliance with ADA, FEHA, and other applicable building code standards. Charter School shall comply with all licensing, payment and performance bond and prevailing wage laws with respect to all modifications.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Subject Property due to the Charter School's use and occupancy thereof, Charter School, at its expense, shall be obligated to clean all the property affected, including, if applicable, any properties in the vicinity of the Subject Property, to the satisfaction of District and any governmental agencies having jurisdiction over the Subject Property or any other properties affected by the discharge, leakage, spillage, emission, or pollution. If the Charter School fails to take steps to clean the property(ies) or otherwise fails to comply with any requirements regarding the clean up or amelioration of any discharge, leakage, spillage, emission, or pollution of any type, the District reserves the right to take over the clean-up and to take all necessary steps to recoup any and all costs

associated therewith from the Charter School, which takeover shall not occur unreasonably.

Upon termination or expiration of the Agreement, Charter School shall return the Subject Property and any then-existing improvements to the District in clean, good order condition and repair, ordinary wear and tear excepted, free and clear of all liens, claims, and encumbrances. All trash shall be removed from Charter School's exclusive use spaces. Charter School shall remove from the Subject Property all of Charter School's personal property and trade fixtures. All property not so removed shall be deemed abandoned by Charter School and Charter School shall be responsible for any costs incurred by the District for the removal of such abandoned property.

**Section 10. Title to Property.** The Parties acknowledge that title to the Subject Property is held by the District and shall remain in the District at all times.

**Section 11. Insurance.** The District will maintain its current levels of insurance on the structures on the Subject Property. Parties agree that self-insurance through a Joint Powers Authority shall satisfy District's obligations under this section. District shall not be responsible for insuring any of the Charter School's personal property. Charter School shall procure and maintain, for the duration of this Agreement the following insurance coverage with insurance carriers that are admitted or authorized non-admitted insurers by the State of California and with a rating equivalent to an A:VII by A.M. Best Company. Charter School may use a self-insurance and/or joint powers authority mechanism to meet the insurance requirements described in this Section.

A. Professional Liability Insurance in an amount not less than \$1,000,000 per claim and in aggregate.

B. General Liability Insurance in an amount not less than \$5,000,000 per occurrence and \$20,000,000 general aggregate. Per occurrence for bodily injury, personal injury and property damage.

(1) Charter School's policy shall include or be endorsed to include abuse and molestation coverage.

(2) The policy shall include an additional insured endorsement equivalent in scope to ISO form CG 20 10 or CG 20 26 naming the District, its board, officials, employees, and agents as additional insureds.

(3) The policy shall be endorsed with the insurer's waiver of its rights of subrogation against District.

C. Automobile Liability Insurance in an amount not less than \$5,000,000 combined single limit covering all owned and non-owned autos if use of an automobile is included in the Scope of Services provided under this Agreement.

D. Crime in an amount not less than \$500,000 in aggregate.

E. Errors and Omissions in the amount not less than \$20,000,000 in aggregate.

F. Workers Compensation Insurance as required by the California Labor Code and Employer's Liability Insurance in an amount not less than \$1,000,000 per accident/disease. The policy shall be endorsed with the insurer's waiver of its rights of subrogation against District.

The Charter School shall provide thirty (30) days prior written notice of cancellation of each of the policies required above, to the District and to establish that coverage is primary, and that any insurance or self-insurance held by the District, its officials, employees and agents shall be excess and shall not contribute to it.

District may, at its discretion, require additional coverage or additional limits based

upon the nature of the services provided. Any waiver or modification of these insurance requirements can only be made with the prior written approval of the County Administrator or his or her designee.

The coverage and limits required hereunder shall not in any way limit the liability of the Charter School nor are the insurance requirements herein intended to represent adequate or sufficient coverage for the Charter School's risks hereunder.

Prior to occupation of the Subject Property, Charter School will provide District with a certificate(s) of insurance verifying such insurance and the terms described herein.

Nothing herein shall serve to modify or reduce the insurance and indemnification requirements contained in the Charter.

## **Section 12. Indemnification.**

A. With the exception of any liability, claims or damages caused solely by the active negligence or willful misconduct of the District, its trustees, officers, employees and agents, the Charter School shall indemnify, hold harmless, and defend the District, its trustees, officers, employees and agents against and from any and all claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and costs, including legal costs, attorney's fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District, its trustees, officers, employees and agents, that may be asserted or claimed by any person, firm or entity for any injury, death or damage to any person or property occurring in, on or about the Subject Property after the Effective Date, arising from, or in connection with, the Charter School's use or maintenance of the Subject Property or from the conduct of its business, including conduct of its board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors and/or assigns or from any activity, work, or other things done, permitted or suffered by Charter School in or about the Subject Property; Charter School's obligation to defend the District and the other indemnitees identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs.

B. With the exception of any liability, claims or damages caused solely by the active negligence or willful misconduct of the Charter School, its trustees, officers, employees and agents, the District shall indemnify, hold harmless, and defend the Charter School, its trustees, officers, employees and agents against and from any and all claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and costs, including legal costs, attorney's fees and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against the Charter School, its trustees, officers, employees and agents, that may be asserted or claimed by any person, firm or entity for any injury, death or damage to any person or property occurring in, on or about the Subject Property after the Effective Date, arising from, or in connection with, the District's use or maintenance of the Subject Property or from the conduct of its business, including conduct of its board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors and/or assigns or from any activity, work, or other things done, permitted or suffered by District in or about the Subject Property; District's obligation to defend the Charter School and the other indemnitees identified herein is not contingent upon there being an acknowledgement or determination of the merit of any claims, demands, actions, causes of action, suits, losses, liability, expenses, penalties, obligations, errors, omissions and/or costs.

C. Nothing herein shall serve to modify or reduce the insurance and indemnification requirements contained in the Charter.

**Section 13. Cooperation to Address Any Traffic Impacts on Neighborhood.**

Charter School agrees to cooperate with District, the City of Inglewood, and the neighborhood surrounding the Subject Property to address concerns that may arise regarding the impact on traffic near the Subject Property during student drop-off and pick-up times during the school day, brought about by operations of the Charter School. District agrees to promptly forward any complaints or concerns which may be received regarding traffic to Charter School to allow Charter School an opportunity to respond to same. Charter School will monitor traffic conditions surrounding the Subject Property and will be proactive in taking steps to maximize safety and minimize any congestion affecting the surrounding community. Uses contemplated under this Agreement will remain within the designed capacity of the Subject Property.

**Section 14. Access.** Charter School shall permit District, its agents, representatives, or employees, to enter upon the Subject Property for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Subject Property. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so in the event of emergency or imminent threat to health or safety of occupants.

**Section 15. Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, addressed as follows:

**If to the District:**

Inglewood Unified School District  
Attn: Chief Business Official  
401 S. Inglewood Avenue Inglewood, CA 90301

**If to the Charter School:**

Green Dot Public Schools California  
Attn: Dr. Cristina De Jesus  
1149 South Hill Street, Suite 600  
Los Angeles, CA 90015

Any notice personally given shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the next business day following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) business days after deposit in the United States mail.

**Section 16. California Environmental Quality Act.** The parties acknowledge and agree that Charter School's use of District facilities, which does not exceed the design capacity of the Subject Property, is entitled to a categorical exemption from the California Environmental Quality Act (Pub. Resources Code, § 21000 et seq.) ("CEQA") as provided in Section 15301 of the CEQA Guidelines. Charter School acknowledges that CEQA may require the District to undertake certain studies and/or seek certain exemptions with regard to any projects described herein. Charter School acknowledges that obtaining CEQA approval for a project may cause delays and/or require that a project be modified or abandoned. The Charter School waives any claims against the District regarding delays, modifications or abandonment of this project due to any inability to meet CEQA requirements.

**Section 17. Damage and Destruction of Facilities.**

A. **Partial Damage.** If the Subject Property is damaged by any casualty which is covered by applicable insurance and the Charter School still has access to at least sixty

percent (60%) of the usable space, then the Subject Property shall be restored provided insurance proceeds are available to pay for the cost of restoration, and provided such restoration can be completed within one hundred twenty (120) days after the commencement of the work in the opinion of a registered architect or engineer approved by District. In such event, this Agreement shall continue in full force and effect, except that Charter School shall be entitled to proportionate reduction of the payment listed in Section 2 while such restoration takes place, such proportionate reduction to be based upon the amount of space that Charter School is no longer able to use as a result of the casualty. In the alternative, the District shall relocate the Charter School to reasonably equivalent facilities.

B. **Total Destruction.** If the Subject Property is totally destroyed (defined as the destruction of more than forty percent (40%) of the usable space) by any casualty or the Subject Property cannot be restored as set forth in Section 17.A, notwithstanding the availability of insurance proceeds, then this Agreement shall be terminated effective the date of the damage. Upon total destruction of the Subject Property by any casualty that is not caused solely by the negligence or misuse of the Subject Property by Charter School, the District will allocate temporary reasonably equivalent space and furnishings and equipment at one or more District sites to the Charter School to house not more than **152.44** in-district classroom ADA, and Charter School shall pay the same fee per square foot as provided for in this Agreement for such space. The space will be allocated as soon as possible so as to minimize disruption in the educational program of the Charter School.

**Section 18. Subcontract and Assignment.** Neither Party shall assign its rights, duties, or privileges under this Agreement, nor shall a Party attempt to confer any of its rights, duties or privileges under this Agreement (including that of sublease) on any third party, without the written consent of the other Party.

**Section 19. Independent Status.** This Agreement is by and between independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

**Section 20. Entire Agreement of Parties.** This Agreement, together with its attachments, constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the Parties.

**Section 21. Legal Interpretation.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Los Angeles County, California.

The Parties expressly understand and agree that this Agreement constitutes a license for use of the Subject Property, and is neither intended by the Parties, nor shall it be legally construed, to convey a leasehold, easement, or other interest in real property. Should either Party be compelled to institute arbitration, legal, or other proceedings against the other for or on account of the other Party's failure or refusal to perform or fulfill any of the covenants or conditions of this Agreement on its part to be performed or fulfilled, the Parties agree that the rules and principles applicable to licenses shall govern such actions or proceedings.

**Section 22. Waiver.** The waiver by any Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

**Section 23. Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

**Section 24. Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

**Section 25. Captions.** The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

**Section 26. Interpretation.** The terms of this Agreement shall be construed in accordance with the meaning of the language used and shall not be construed for or against either party by reason of the authorship of this Agreement or any other rule of construction which might otherwise apply.

**Section 27. Severability.** Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed, and the remaining provisions shall continue as valid, legal and enforceable.

**Section 28. Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are incorporated herein by reference.

**Section 29. PDF/Facsimile Signatures.** This Agreement may be executed and transmitted to any other party by PDF or facsimile, which PDF/facsimile shall be deemed to be, and utilized in all respects as, an original, wet-inked document.

**Section 30. County Administrator.** This Agreement is not valid or an enforceable obligation against the District until approved or ratified by the District's County Administrator.

**IN WITNESS WHEREOF**, the Parties hereto have executed this Agreement on the Effective Date.

GREEN DOT PUBLIC SCHOOLS CALIFORNIA

By:\_\_\_\_\_

Its:\_\_\_\_\_

INGLEWOOD UNIFIED SCHOOL DISTRICT

By:\_\_\_\_\_

Its:\_\_\_\_\_



# CERTIFICATE OF OCCUPANCY

THIS CERTIFICATE ISSUED PURSUANT TO THE REQUIREMENTS OF SECTION 109 OF THE CALIFORNIA BUILDING CODE CERTIFYING THAT AT THE TIME OF ISSUANCE THIS STRUCTURE WAS IN COMPLIANCE WITH THE VARIOUS ORDINANCES OF THE CITY OF INGLEWOOD REGULATING BUILDING CONSTRUCTION OR USE.

**Classification:**

An existing 66,000 square foot 6-story reinforced concrete building with a 9,200 square foot gymnasium to be used as a high school for grades 9 through 12, and a 41,000 square foot partial subterranean open parking garage with 107 parking spaces and an additional 64 surface parking spaces. The building is equipped with an automatic fire sprinkler system and a central station monitored fire alarm system.

Group: E-1/S-4 Type: I-F.R.

Permit No.: 4306-0204 & 4306-0199

Project No.: 3884-02 & 3884-03

Owner of Building: Green Dot Educational Project

Building Address: 3425 W. Manchester Blvd.

José G. Alvarez  
Building Official

By: \_\_\_\_\_

Date: September 1, 2005

**COPY**

POST IN A CONSPICUOUS PLACE



Regular Board Meeting  
03/12/2025 05:00 PM  
Dr. Ernest Shaw Board Room  
401 S. Inglewood Avenue  
Inglewood, CA 90301

## MEETING MINUTES

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Scan the above QR code with your phone to view this meeting agenda on your phone.

### **Mission Statement**

The Inglewood Unified School District will nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines, and who advocates for equity and social justice for self and their community.

### **Vision Statement**

The vision of the Board of Education is to provide transformational leadership so that the Inglewood Unified School District thrives.

**Note:** To live stream the Inglewood Unified School District Board Meeting, [click here](#) where you can access a link to the meeting.

### **1. INITIAL CALL TO ORDER**

Dr. Morris called the meeting to order at 5:00 p.m.

### **2. PLEDGE OF ALLEGIANCE**

Dr. Ugema Hosea James, Deputy Chief Academic Officer, let the pledge of allegiance.

### **3. ROLL CALL**

- a. **Mrs. Margaret Turner-Evans, President (Trustee Area 4), Dr. Carliss McGhee, Vice President (Trustee Area 2); Mrs. Joyce L. Randall, Member (Trustee Area 1); Mr. Brandon G. Myers, Member (Trustee Area 3); and Mr. Ernesto Castillo, Member (Trustee Area 5);**

The following Board members were present during roll call:

- Mr. Brandon G. Myers
- Ms. Joyce L. Randall
- Mr. Ernesto Castillo
- Mrs. Margaret Turner-Evans
- Dr. Carliss McGhee

**b. County Administrator: Dr. James Morris**

Dr. James Morris was present during roll call.

**c. Cabinet Members: Bernadette Lucas, Ed.D., Assistant Superintendent, Educational Services, Brian Coffey, Ed.D., Assistant Superintendent, Human Resources Raphael Guzman, Assistant Superintendent Business Services/Chief Business Official**

The following Cabinet members were present during roll call:

- Dr. Brian Coffey (arrived after roll call at 5:09p.m.)
- Dr. Bernadette Lucas
- Mr. Raphael Guzman

**4. APPROVAL OF AGENDA**

The agenda was approved with no modifications.

**5. CLOSED SESSION AGENDA**

**a. Conference with Legal Counsel-Anticipated Litigation (Pursuant to Government Code Section 54956.9 [a][b][c][d] [1][2][3]:**

**1. OAH Case No. 2024120167**

**6. REPORTING OUT CLOSED SESSION ACTIONS**

In closed session, the County Administrator approved the following settlement:

- OAH Case No. 2024120167

**7. INFORMATIONAL ITEMS**

**a. REPORTS/PRESENTATIONS**

**1. Asset Management Advisory Committee Update Presented by Brandon Myers, Board Member**

Board Member Brandon Myers provided an update on the Asset Management Committee's recent activities and progress. Board Member Myers commended the committee members for their active engagement, dedication, and commitment to the work.

**2. Inglewood High School Reconstruction Project Presented by Raphael Guzman, Assistant Superintendent of Business Services/Chief Business Official and Jordan Miles, Executive Director, Construction & Facilities**

Raphael Guzman, Assistant Superintendent of Business Services and Chief Business Official Jordan Miles, Executive Director, Construction & Facilities provided an update on the progress of the Inglewood High School Reconstruction Project. Jordan Miles shared a video with the Board and the community showcasing the progress of the reconstruction efforts.

**3. 2024-2025 Second Interim Budget / Cashflow Update Presented by Raphael Guzman, Assistant Superintendent of Business Services/Chief Business Official**

Raphael Guzman, Assistant Superintendent of Business Services and Chief Business Official, provided an update on the 2024-2025 Second Interim Budget and cashflow. He emphasized the importance of this update in ensuring the district's financial health for the remainder of the fiscal year.

**8. PUBLIC COMMENTS ON AGENDIZED AND NON-AGENDIZED ITEMS**

**a. Public Comment on Agenda Items**

The following speaker provided public comments on agenda items:

1. John Hughes

**b. Public Comment on Non-Agenda Items**

The following speaker provided public comments on non-agenda items:

1. John Hughes

**9. CONSENT CALENDAR/ACTION ITEMS**

**a. HUMAN RESOURCES DIVISION**

**1. Certificated Personnel Roster**

Approved

**2. Classified Personnel Roster**

Approved

**3. Approval of Amendment to the Inglewood Unified School District 2025-2026 School Calendar Grading Periods and 2026-2027 and 2027-2028 School Calendars**

Approved

**4. Approval of Memorandum of Understanding (MOU) Between Inglewood Unified School District and Inglewood Teachers Association - Health and Welfare Benefits for Laid Off Bargaining Unit Members**

Approved

**b. EDUCATIONAL SERVICES DIVISION**

**1. Approval of the Agreement with Campus Safety Group to Provide Comprehensive Safe School Plan Compliance Training and Support**

Approved

2. **Approval of the Memorandum of Contract for A Special Education Information System (SEIS) to Provide IEP Record Keeping Management for the Special Education Department from March 5, 2025 - June 30, 2028**

Approved

3. **Approval of the Consultant Agreement with PAPER Education America, Inc. to provide Online Tutoring and Homework Assistance for ASES Students in Grades TK– 8th Grade District-wide**

Approved

4. **Approval of the Agreement for UCLA’s BruinCorps UCLA Students to Serve As Tutors in Classroom for Elementary, Middle and High Schools**

Approved

5. **Approval of Amendment No. 1 to the Consultant Agreement with USA Lacrosse to Provide Structured Sports Enrichment Sessions for the IUSD ELOP- After School Education and Safety Program**

Approved

6. **Approval of Amendment No. 1 to the Consultant Agreement with Be Heard Speech Therapy, Inc. for Fiscal Year 2024-2025**

Approved

7. **Approval of the Consultant Agreement with No Holden Back, LLC to Provide a BMX Anti-Bullying School Assembly Program at Highland TK-6 Elementary School on April 23, 2025**

Approved

8. **Approval for Professional Services with Renaissance Renaissance Learning Inc. to Provide myON, Renaissance Professional Development Services effective, March 12, 2025, through January 31, 2026**

Approved

9. **Approval of Professional Development for IUSD Certificated Staff Pre-K-12 District-wide to attend the Advancement Via Individual Determination (AVID) Summer Institute**

Approved

10. **Approval of Amendment No. 2 to Extend Professional Services with No Easy Props Inc to Provide a Hip-Hop 101 Dance Residencies for Students, Effective March 13, 2025 through June 4, 2025**

Approved

- 11. Approval of the Consultant Agreement with Brains and Motion BAM! to provide Structured Supervision with STEM and SPORTS activities during Spring Break for Inglewood Unified School District ELOP - ASES After School Education and Safety Program Students**

Approved

**c. BUSINESS SERVICES DIVISION**

- 1. Approval of 2024-2025 Second Interim Report with a Positive Certification**

Approved

- 2. Approval/Acceptance of Donation/Gifts Listed Pursuant to Board Policy 3280**

Approved

- 3. Approval of Travel Expenditures/Conference Requests Pursuant to Board Policy 3350**

Approved

- 4. Approval of Proposal Agreement with PQbids**

Approved

- 5. Authorization to Declare the Items Provided on the Attached Lists as Surplus/Salvage/Donation**

Approved

- 6. Approval and Authorization for Use of Region 14 Education Service Center ("Region 14 ESC") RFP #24-S824 for Comprehensive Operational & Janitorial Supplies and Services - WAXIE's Enterprises LLC and its affiliates BradyPlus Companies**

Approved

- 7. Approval and Authorization of University of California RFP-#001183 for Janitorial Products and Equipment Contract Number 2020002299 – HD Supply Inc. fka The Home Depot Pro DBA HD Supply Facilities Maintenance**

Approved

- 8. Approval and Authorization of Maricopa County RFP-#16154 for Maintenance, Repair, Operating Supplies, Industrial Supplies, and Related Products and Services Contract Number 16154– HD Supply Inc. fka The Home Depot Pro DBA HD Supply Facilities Maintenance**

Approved

**9. Adopt Resolution No. 37/2024-2025 - Authorization to Joint School Project for Utility Rate Reduction (SPURR JPA)**

Approved

**10. Approval and Authorization of Prince William County RFP #R-TC-17006 for Online Marketplace for the Purchase of Products and Services Contract Number R-TC-17006 - Amazon.com Sales, Inc. DBA Amazon.com Services LLC.**

Approved

**11. Approval of Quote Q-00088484 for Award Bid for Uninterruptible Power Supply (UPS) Upgrade Project**

Approved

**12. Approval/Ratification of Facility (Fund 01.0,01.2,01.9,11.0,12.0,13.0,21.1,21.2,25.0 and 35.0) Purchase Orders in the Amount of \$9,405,564.19 Issued February 1, 2025 - February 28, 2025**

Approved

**13. Approval of Vendor and Payroll Warrant Resolution No. 42/2024-2025, for \$18,620,334.72 for the Month of February 2025**

Approved

**d. MEASURES GG, I AND FACILITIES**

**1. Approval of Agreement with Mover Services and Beltmann Group Incorporated for the District Wide Move Management and Relocation Services**

Approved

**2. Approve/Ratify Amendment No. 1 to Agreement with Fonder-Salari, Inc. to Include Program Advisory and Support Services**

Approved

**3. Approval of Amendment No. 1 to Agreement No. C24/25-016 with Environmental Science Associates for Additional Scope to Include Air Quality and Health Risk Analysis and Historical Resources Assessment for the Inglewood High School Reconstruction Project**

Approved

**4. Approval/Ratification of Agreement No. C24/25-025 with Mission Paving and Sealing, Inc. for the Asphalt Patching and Sealing at Morningside High School**

Approved

5. **Approval/Ratification of Agreement No. C24/25-023 with SGS Plumbing & Retrofitting for Plumbing Project at Warren Lane School**

Approved

6. **Approval of Amendment No. 1 to Agreement No. C24/25-013 with Coda Flooring for Additional Carpet Required at Morningside HS Building V, I1 and I3**

Approved

7. **Approval/Acceptance of Work Completed by Amazing Electric, Inc. and File the Notice of Completion of the Construction Services at the Warren Lane Marquee Project Under Agreement No. C23/24-053**

Approved

**e. COUNTY ADMINISTRATOR DIVISION**

1. **Approval of the Proposed Revisions to Board Policies, Exhibits and Bylaws**

Approved

2. **Approval of the Revised 2025 Schedule of Regular Board Meetings**

Approved

3. **Award of Former Today's Fresh Start Property to Animo City of Champions High School as the Successor Charter**

Approved

**10. APPROVAL OF MINUTES**

- a. **Minutes of the Regular Meeting held on March 5, 2025**

The minutes of the regular March 5, 2025, board meeting were approved.

**11. BOARD MEMBER REMARKS**

Board members Ms. Margaret Evans, Mr. Ernesto Castillo, Mrs. Joyce L. Randall, and Dr. Carliss McGhee provided remarks.

**12. COUNTY ADMINISTRATOR REMARKS**

Dr. James Morris provided remarks.

**13. NEXT MEETING - APRIL 9, 2025**

The next regular Board meeting is scheduled for April 9, 2025.

**14. ADJOURNMENT**

The meeting was adjourned by Dr. James Morris at 6:29 p.m.



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Board Clerk



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**20250311127**



Recorded/Filed in Official Records  
Recorder's Office, Los Angeles County,  
California

05/12/25 AT 11:53AM

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LEADSHEET



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THIS FORM IS NOT TO BE DUPLICATED

GRANT DEED

05/12/2025



\*20250311127\*

RECODED AT THE REQUEST OF AND  
WHEN RECORDED MAIL TO:

Green Dot Public Schools California  
a nonprofit corporation  
1149 S. Hill St. Suite 600  
Los Angeles, California 90015  
Attention: Cristina De Jesus

MAIL TAX STATEMENTS TO:

Green Dot Public Schools California  
a nonprofit corporation  
1149 S. Hill St. Suite 600  
Los Angeles, California 90015

DOCUMENTARY TRANSFER TAX & COUNTY & CITY &
COMPUTED ON FULL VALUE OF PROPERTY CONVEYED
OR COMPUTED ON FULL VALUE LESS LIENS AND
ENCUMBRANCES REMAINING AT TIME OF SALE
UNINCORPORATED AREA
CITY OF:
<i>Jeantrop</i>
Signature of Declarant or Agent determining tax. Firm Name

(Space above this line is for recorder's use)

APN: 4031-026-026, 4031-026-027, 4031-026-028, 4031-026-029, 4031-026-030, 4031-026-

031 *H. Reconveyance upon satisfaction of a debt.*  
*This is a reconveyance of realty upon satisfaction of a debt.*  
**GRANT DEED**  
*RET 11921*

**FOR VALUE RECEIVED, TODAY'S FRESH START**, a California non-profit corporation ("Grantor"), hereby grants to **GREEN DOT PUBLIC SCHOOLS CALIFORNIA**, a nonprofit corporation ("Grantee"), that certain real property (the "Property") situated in the City of Inglewood, County of Los Angeles, State of California, and commonly referred to 3401-3405 W. Imperial Highway, Inglewood, California 90303, and 3401 W. 113 Street, Inglewood, California, described in **Exhibit 1**, attached hereto and incorporated by reference.

**THE PROPERTY IS CONVEYED TO GRANTEE SUBJECT TO:**

- A. Title to the property is held in trust for the state public school system;
- B. All liens, encumbrances, easements, covenants, conditions, restrictions and other matters of record, including the Notice of Lien pursuant to Education Code Section 17078.63(a) by the State Allocation Board of the State of California recorded on April 6, 2011 in the Official Records of Los Angeles County Records' Office (Instrument No. 20110504197) to secure repayment of the sum of \$18,357,361.36 for funds allocated pursuant to the Leroy F. Greene State School Facilities Act of 1998 (Ch.12.5, Part 10.5, Div. 1, Ed. Code);
- C. All matters which would be revealed or disclosed in an accurate survey or inspection of the Property;
- D. Liens for taxes on real property, and liens for any general or special assessments

of record against the Property;

- E. All rights of tenants in possession; and
- F. All laws, ordinances and governmental rules, regulations and restrictions affecting the Property.

IN WITNESS WHEREOF, the undersigned Grantor has executed this Grant Deed as of May 5, 2025.

**TODAY'S FRESH START**  
a California non-profit corporation

By:   
Name: Jeanette Parker

Title: Chief Executive Officer, Chief Financial Officer

**EXHIBIT 1 TO GRANT DEED**

**LEGAL DESCRIPTION OF PROPERTY**

THAT CERTAIN PARCEL OF LAND SITUATED IN THE CITY OF INGLEWOOD IN THE COUNTY OF LOS ANGELES AND STATE OF CALIFORNIA, DESCRIBED AS FOLLOWS:

LOTS 29, 30, 31, 32, 59 AND 60 OF TRACT NO. 1615, IN THE CITY OF INGLEWOOD, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN BOOK 20 PAGE 104 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

APN: 4031-026-026, 4031-026-027, 4031-026-028, 4031-026-029, 4031-026-030, 4031-026-031

ADDRESS: 3401 - 3405 W. IMPERIAL HIGHWAY, INGLEWOOD, CA 90303 AND 3401 W. 113<sup>th</sup> STREET, INGLEWOOD, CA 90303

332  
ALH04176  
41,501,31723

## ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California  
County of LOS ANGELES

On 05/05/2025 before me, O. ROBINSON, NOTARY PUBLIC,  
(insert name and title of the officer)

personally appeared Jeanette Parker  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

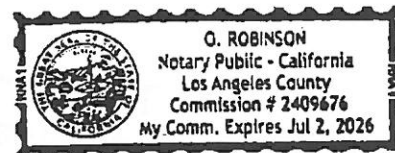
I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature



(Seal)



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**20250311128**



Pages:  
0014

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Recorder's Office, Los Angeles County,  
California

05/12/25 AT 11:53AM

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TAXES:	0.00
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PAID:	20.00



LEADSHEET



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DAR - Counter (Upfront Scan)



THIS FORM IS NOT TO BE DUPLICATED

RECORDING REQUESTED BY

STATE OF CALIFORNIA

WHEN RECORDED MAIL TO

STATE OF CALIFORNIA  
STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION  
707 3rd Street  
WEST SACRAMENTO, CA 95605

05/12/2025



\*20250311128\*

OFFICIAL STATE BUSINESS - EXEMPT FROM RECORDING FEES  
PURSUANT TO GOV'T. CODE SECTION 27383

SPACE ABOVE THIS LINE FOR RECORDER'S USE

APN: 4031-026-026, 4031-026-027, 4031-026-028, 4031-026-029, 4031-026-030, 4031-026-031

**NOTIFICATION OF FULL RELEASE OF INTEREST IN REAL PROPERTY**

STATE OF CALIFORNIA  
State Allocation Board  
Education Code Section 17078.63(a).

NOTICE IS HEREBY GIVEN:

1. Pursuant to Education Code (EC) Section 17078.63(a), the State Allocation Board (SAB) of the State of California filed a Notice of Lien, and Declaration of Covenants, Conditions and Restrictions, recorded in the Official Records Recorder's Office of Los Angeles County on April 6, 2011 as Recording Nos. 20110504197 and 20110504198 respectively, and attached hereto as Exhibits B and C, specifying an interest in the real property in the City of Inglewood, County of Los Angeles, California, located at 3405 West Imperial Highway, as identified in Exhibit A.
2. As of \_\_\_\_\_, Green Dot Public Schools California, operator of Animo City of Champions holds title to the real property in the City of Inglewood, County of Los Angeles, California, located at 3405 West Imperial Highway, as identified in Exhibits A, pursuant to EC Section 17078.63(a)
3. As of \_\_\_\_\_, Pursuant to Education Code Section 17078.63(a), the SAB has a lien in the sum of \$18,357,361.36 for funds allocated pursuant to the Leroy F. Greene State School Facilities Act of 1998 (Ch.12.5, Part 10.5, Div. 1, Ed. Code) in the real property in the City of Inglewood, County of Los Angeles, California, located at 3405 West Imperial Highway.
4. Effective \_\_\_\_\_ the SAB releases in full, the Notice of Lien and Declaration of Covenants, Conditions and Restrictions on the above-mentioned realty, filed and recorded in the Official Records of the Recorder's Office of Los Angeles County, on April 6, 2011, as Recording Nos. 20110504197 and 20110504198 respectively.

**IN WITNESS WHEREOF**, the State Allocation Board of the State of California has duly authorized the undersigned to execute this Notice.

Executive Officer  
State Allocation Board  
State of California

DATED:

April 30, 2025

by

Rebecca Kirk

Rebecca Kirk  
Executive Officer  
State Allocation Board

**EXHIBIT A TO NOTIFICATION OF FULL RELEASE OF INTEREST IN REAL  
PROPERTY OF LIEN**

**EXHIBIT 1 TO GRANT DEED**

**LEGAL DESCRIPTION OF PROPERTY**

THAT CERTAIN PARCEL OF LAND SITUATED IN THE CITY OF INGLEWOOD IN  
THE COUNTY OF LOS ANGELES AND STATE OF CALIFORNIA, DESCRIBED AS  
FOLLOWS:

LOTS 29, 30, 31, 32, 59 AND 60 OF TRACT NO. 1615, IN THE CITY OF INGLEWOOD,  
COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN  
BOOK 20 PAGE 104 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID  
COUNTY.

APN: 4031-026-026, 4031-026-027, 4031-026-028, 4031-026-029, 4031-026-030,  
4031-026-031

ADDRESS: 3401 - 3405 W. IMPERIAL HIGHWAY, INGLEWOOD, CA 90303 AND 3401  
W. 113<sup>th</sup> STREET, INGLEWOOD, CA 90303



EXHIBIT B TO NOTIFICATION OF FULL RELEASE  
OF INTEREST IN REAL PROPERTY OF LIEN

This page is part of your document - DO NOT DISCARD



20110504197



Pages:  
0005

Recorded/Filed in Official Records  
Recorder's Office, Los Angeles County,  
California

04/06/11 AT 08:00AM

FEES:	0.00
TAXES:	0.00
OTHER:	0.00
PAID:	0.00



LEADSHEET



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DAR - Title Company (Hard Copy)



THIS FORM IS NOT TO BE DUPLICATED

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2

FIRST AMERICAN TITLE INSURANCE COMPANY

RECORDING REQUESTED BY

STATE OF CALIFORNIA

WHEN RECORDED MAIL TO

STATE OF CALIFORNIA  
STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION  
707 3<sup>rd</sup> Street  
WEST SACRAMENTO, CA 95605



OFFICIAL STATE BUSINESS - EXEMPT FROM RECORDING FEES  
PURSUANT TO GOVT. CODE SECTION 27383

SPACE ABOVE THIS LINE FOR RECORDER'S USE

APN: 4031-026-004, 4031-026-005, 4031-026-015, 4031-026-016, 4031-026-017, 4031-026-024

**NOTICE OF LIEN**  
STATE OF CALIFORNIA  
State Allocation Board  
Education Code Section 17078.63(a).

**NOTICE IS HEREBY GIVEN:**

Pursuant to Education Code Section 17078.63(a), the State Allocation Board of the State of California has a lien in the sum of \$6,006,662 for funds allocated pursuant to the Leroy F. Greene State School Facilities Act of 1998 (Ch.12.5, Part 10.5, Div. 1, Ed. Code) in the real property in the City of Inglewood, County of Los Angeles, California, located at 3405 West Imperial Highway.

Title to this property is held in trust for the state public school system.

IN WITNESS WHEREOF, the State Allocation Board of the State of California has duly authorized the undersigned to execute this Notice.

DATED:

March 16, 2011

By

Executive Officer  
State Allocation Board  
State of California

Lisa Silverman  
Acting Executive Officer  
State Allocation Board

By signing below, Today's Fresh Start, Inc. acknowledges and consents to the placement of this lien on the property identified by the APN listed above and the legal description attached hereto as Exhibit A.

DATED:

March 17, 2011

By

Today's Fresh Start, Inc.

Jeanette Parker, Ph.D.  
Superintendent  
Today's Fresh Start, Inc.

RECEIVED  
FRESH START  
MARCH 17 2011

STATE OF CALIFORNIA }  
COUNTY OF YOLO } S.S.

On March 16, 2011 before me, DENIS J. CALVO  
a Notary Public in and for said County and State,  
personally appeared, LISA SILVERMAN

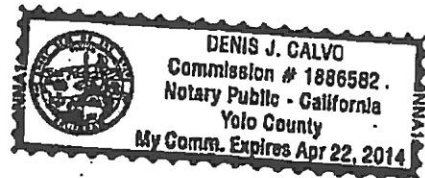
\_\_\_\_\_, who proved to me on the basis of  
satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and  
acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that  
by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the  
person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing  
paragraph is true and correct.

WITNESS my hand and official seal.

Signature: \_\_\_\_\_

Denis J. Calvo



(Notary Seal)

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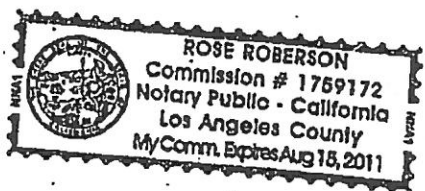
STATE OF CALIFORNIA  
COUNTY OF Los Angeles } S.S.

On MARCH 17, 2011, before me, Rose ROBERSON, Notary Public,  
a Notary Public in and for said County and State,  
personally appeared, JEANETTE G. PARKER

\_\_\_\_\_, who proved to me on the basis of  
satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and  
acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that  
by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the  
person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing  
paragraph is true and correct.

WITNESS my hand and official seal.  
Signature: Rose Roberson



(Notary Seal)

RECEIVED  
MAR 17 2011  
NOTARY PUBLIC

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**Exhibit A**  
**Location and Project Description**

All that certain real property situated in the County of Los Angeles, State of California, described as follows:

Lots 29, 30, 31, 32, 59, and 60 of Tract NO. 1165, in the City of Inglewood, County of Los Angeles, State of California, as per map recorded in book 20 page 104, of maps, in the office of the County Recorder of said County.

**Assessor's Parcel Numbers:**

4031-026-024  
4031-026-004  
4031-026-005  
4031-026-015  
4031-026-016  
4031-026-017

**Commonly known as:**  
3405 West Imperial Highway  
Inglewood, California 90303

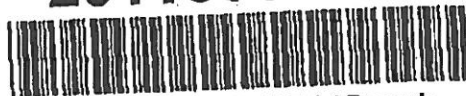
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COUNTY CLERK

EXHIBIT C TO NOTIFICATION OF FULL RELEASE  
OF INTEREST IN REAL PROPERTY OF LIEN

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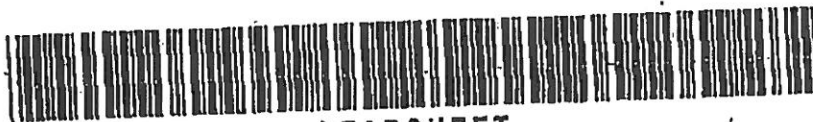


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Recorded/Filed in Official Records  
Recorder's Office, Los Angeles County,  
California

04/06/11 AT 08:00AM

FEES:	0.00
TAXES:	0.00
OTHER:	0.00
PAID:	0.00



LEADSHEET



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DAR - Title Company (Hard Copy)



THIS FORM IS NOT TO BE DUPLICATED

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RECEIVED  
OFFICE OF CLERK  
COUNTY OF LOS ANGELES

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HALL ROOM

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FIRST AMERICAN TITLE INSURANCE COMPANY

RECORDING REQUESTED BY

STATE OF CALIFORNIA

WHEN RECORDED MAIL TO

STATE OF CALIFORNIA  
STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION  
707 3<sup>RD</sup> Street  
WEST SACRAMENTO, CA 95605



OFFICIAL STATE BUSINESS - EXEMPT FROM RECORDING FEES  
PURSUANT TO GOV'T. CODE SECTION 27383

SPACE ABOVE THIS LINE FOR RECORDER'S USE

APN: 4031-026-004, 4031-026-005, 4031-026-015, 4031-026-016, 4031-026-017, 4031-026-024

DECLARATION OF COVENANTS, CONDITIONS AND RESTRICTIONS  
OF  
TODAY'S FRESH START, INC.  
FOR THE BENEFIT OF THE STATE OF CALIFORNIA,  
STATE ALLOCATION BOARD

This Declaration of Covenants, Conditions, and Restrictions is made as of March 17, 2011, by Today's Fresh Start, Inc., a California non-profit corporation, hereinafter referred to as "Declarant."

WHEREAS, Declarant holds fee simple title of certain real property (hereinafter referred to as the "Property") in the City of Inglewood, County of Los Angeles, State of California, described in Exhibit "A" attached hereto and incorporated herein by reference; and

WHEREAS, Declarant is responsible for the construction of facilities for, and operation of a charter school utilizing funds pursuant to the Leroy F. Greene School Facilities Act of 1998 (Chapter 12.5 of the Education Code); and

WHEREAS, Declarant holds the Property in trust for the benefit of the state public school system pursuant to California Education Code Section 17078.63 (a)(3)(A); and

WHEREAS, Declarant records these restrictive covenants pursuant to the California Education Code Section 17078.63 (a)(3)(B), and for the benefit of the State of California, State Allocation Board (hereinafter referred to as the "State")

NOW, THEREFORE, Declarant hereby covenants, agrees and declares that:

1. The Property and any facilities constructed, rehabilitated, or retrofitted on the property (Hereinafter referred to as "facilities.") using funds allocated pursuant to the Leroy F. Greene State School Facilities Act of 1998 (Ch. 12.5, Part 10.5, Div. 1, Ed. Code) shall be used only for public school purposes as authorized in the California Constitution and statute.

3

2. In the event the Property, or the facilities on the Property, are no longer needed for charter school purposes, title to the property and facilities shall vest in Inglewood Unified School District (hereinafter referred to as the "District"), the school district in which the property is physically located, which the District shall hold in trust for benefit of the state public school system. The remainder interest provided herein shall be triggered when the facility is no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6), inclusive, of subdivision (b) of Section 17078.62 of the Education Code.
3. In the event the District disclaims its interest in the Property, title shall vest in the State.
4. A successor charter school, qualified pursuant to Education Code section 17078.62(b) (2) (hereinafter "Declarant's successor"), shall be permitted to meet its facility needs by occupying the property and facilities, for the benefit of the state public school systems, on equal terms as Declarant, including, but not limited to, assumption of fee simple title to the Property and facilities.
5. The covenants contained in this Declaration shall run with the land and shall be binding upon Declarant, Declarant's successors, and all parties having or acquiring any right, title or interest in the Property, facilities or any part thereof and shall inure to the benefit of the State.

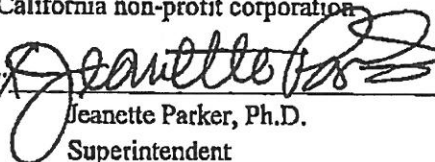
IN WITNESS WHEREOF, the undersigned has executed this Declaration the day and year first above written.

Declarant:

Today's Fresh Start, Inc.

A California non-profit corporation

By



Jeanette Parker, Ph.D.

Superintendent

Today's Fresh Start, Inc.

1003 JAN



4

STATE OF CALIFORNIA  
COUNTY OF Los Angeles } S.S.

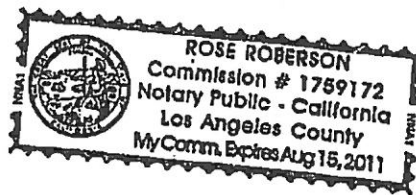
On MARCH 17, 2011, before me, ROSE ROBERSON, Notary Public,  
personally appeared, JEANETTE G. PARKER

JEANETTE G. PARKER, who proved to me on the basis of  
satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and  
acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that  
by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the  
person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing  
paragraph is true and correct.

WITNESS my hand and official seal.

Signature: Rose Roberson



(Notary Seal)

NOTARY ROOM  
11.16.11

5

**Exhibit A**  
**Location and Project Description**

All that certain real property situated in the County of Los Angeles, State of California, described as follows:

Lots 29, 30, 31, 32, 59, and 60 of Tract NO. 1165, in the City of Inglewood, County of Los Angeles, State of California, as per map recorded in book 20 page 104, of maps, in the office of the County Recorder of said County.

**Assessor's Parcel Numbers:**

4031-026-024  
4031-026-004  
4031-026-005  
4031-026-015  
4031-026-016  
4031-026-017

**Commonly known as:**

3405 West Imperial Highway  
Inglewood, California 90303

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11 FEB 14 11:51 AM  
MAIL ROOM

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA }  
COUNTY OF Yolo } S.S.

On April 30, 2025 before me, Alfredo Palomar  
personally appeared, Rebecca Kirtle a Notary Public in and for said County and State,

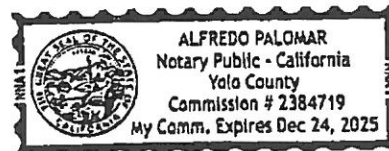
\_\_\_\_\_, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature: \_\_\_\_\_

*Alfredo Palomar*



(Notary Seal)

## Budget Narrative

### Animo City of Champions FY25 - FY30

The five year fiscal budget forecast for Animo City of Champions (CHA) is based on the following assumptions.

### Enrollment

In the new facility, we will have the capacity to gradually increase enrollment, reaching up to 475 students by FY30. Currently, CHA's ability to enroll more students is restricted by the size of its existing facility. Given the strong demand at CHA and nearby Green Dot schools, achieving an enrollment of 475 students by FY30 is attainable.

Grades	FY25	FY26	FY27	FY28	FY29	FY30
6th Grade	-	-	-	-	-	-
7th Grade	-	-	-	-	-	-
8th Grade	-	-	-	-	-	-
9th Grade	100	115	130	135	135	130
10th Grade	73	86	113	127	132	125
11th Grade	57	76	79	103	116	120
12th Grade	76	55	66	69	90	100
Enrollment	306	332	388	434	473	475
Intra Year Attrition		97.0%	98.0%	98.0%	98.0%	98.0%
<b>Average Enrollment</b>	<b>297</b>	<b>322</b>	<b>380</b>	<b>425</b>	<b>464</b>	<b>466</b>
P2 ADA	277	300	357	404	441	442
ADA %	93.2%	93.2%	94.0%	95.0%	95.0%	95.0%

### Staffing

As CHA's student enrollment grows, we project an increase in full-time equivalent (FTE) staff, rising from the current total of 33.1 FTEs to 39.9 FTEs.

Total Staff	33.1	33.1	35.1	37.9	38.9	39.9
<b>Certificated</b>	<b>26.7</b>	<b>26.7</b>	<b>28.7</b>	<b>31.5</b>	<b>33.5</b>	<b>34.5</b>
Teachers	20.0	20.0	22.0	24.0	26.0	27.0
Counselors	2.0	2.0	2.0	2.0	2.0	2.0
Administrators	2.2	2.2	2.2	3.0	3.0	3.0
School Psych/SEPA/CS	2.5	2.5	2.5	2.5	2.5	2.5
<b>Classified</b>	<b>6.4</b>	<b>6.4</b>	<b>6.4</b>	<b>6.4</b>	<b>5.4</b>	<b>5.4</b>
SPED Aide/Instructional Aide	1.0	1.0	1.0	1.0	1.0	1.0
Office Staff	5.0	5.0	5.0	5.0	4.0	4.0
Classified Salaried	-	-	-	-	-	-
Classified Hourly	-	-	-	-	-	-
Campus Security Officer	0.4	0.4	0.4	0.4	0.4	0.4

The fiscal model allows flexibility to add 1-2 additional FTEs starting in FY28, if needed. The average cost of an FTE, including salary and benefits, is \$124,368 in FY25. By FY30, this average increases to \$149,719—a conservative estimate that does not account for potential staff attrition.

## Revenue

Revenue assumptions are based on FY25 actual revenues and are projected to increase in line with current California Department of Finance projections. Local Control Funding Formula (LCFF) revenue is expected to grow from \$17,394 per student in FY25 to \$20,127 per student in FY30. Federal funding remains relatively flat on a per-student basis but increases overall due to projected enrollment growth at the new facility. State grants, such as Learning Recovery, Arts and Music, and other CHA-specific grants, phase out as they reach their respective end dates. Key revenue metrics are outlined below.

Revenue	FY25	FY26	FY27	FY28	FY29	FY30
LCFF Per Student	17,394	17,904	18,494	19,064	19,636	20,127
Total Revenue Per Student	23,827	24,090	22,538	22,468	22,511	23,064
Total Revenue	6,592,397	7,231,599	8,047,289	9,080,276	9,923,486	10,199,598

## Operating Expenses

Operating expenses are based on FY25 actuals, with adjustments to account for costs associated with expiring grants and the anticipated increase in students enrolling at the larger facility. The budget also includes assumptions related to the financing of the new facility:

- \$8.8M loan
- 22 years
- 2% interest

The loan costs are only slightly higher than CHA's current lease expenses, which the budget currently absorbs without affecting instruction.

Additionally, the budget includes the cost of renovating the facility, estimated at a conservative \$4.5 million. This renovation cost is depreciated over the life of the loan. From a cash flow perspective, the Green Dot Home Office can comfortably cover the renovation costs, supported by ample reserves of \$23.5 million. CHA also maintains healthy reserves of \$722,506.

## Net Income and Reserves

Based on the assumptions listed in this narrative we anticipate CHA to have following fiscal results:

Fiscal Year	Net Income	Reserves	Reserves as a % of Operating Expense
FY25	0	722,506	11%
FY26	19,199	741,705	10%
FY27	33,860	775,565	10%
FY28	127,791	903,357	10%
FY29	330,731	1,234,070	13%
FY30	349,058	1,583,1229	16%

CHA's projected fiscal performance demonstrates its ability to incorporate the cost of the new facility effectively into its budget.

<b><i>Fiscal Years</i></b>	<b>FY25 (Current)</b>	<b>FY26 (Projected )</b>	<b>FY27 (Projected)</b>	<b>FY28 (Projected)</b>	<b>FY29 (Projected)</b>	<b>FY30 (Projected)</b>
<b>Enrollment</b>	306	332	388	434	473	475
<b>Student Retention Rate</b>	-	-	-	-	-	-
<b>P2 Classroom ADA</b>	278	300	357	404	441	442
<b>Classroom ADA %</b>	90.80%	90.40%	92.00%	93.00%	93.20%	93.10%
<b>Unduplicated</b>	270	293	342	383	418	419
<b>Unduplicated Percentage</b>	88.20%	88.20%	88.20%	88.20%	88.20%	88.20%
<b>FRL%</b>	85.80%	85.80%	85.80%	85.80%	85.80%	85.80%
<b>English Learners</b>	41	44	52	58	63	64
<b>EL %</b>	13.40%	13.40%	13.40%	13.40%	13.40%	13.40%

Staffing

Ánimo City of Champions

031	CHA	Budget		Actuals		Actuals		Actuals		Actuals	
ACCT	Account	FY25	FY26	FY27	FY28	FY29	FY30				
	Total Staff	33.1	33.1	35.1	37.9	38.9	39.9				
	Certificated	26.7	26.7	28.7	31.5	33.5	34.5				
1100	Teachers	20.0	20.0	22.0	24.0	26.0	27.0				
1200	Counselors	2.0	2.0	2.0	2.0	2.0	2.0				
1300	Administrators	2.2	2.2	2.2	3.0	3.0	3.0				
1900	School Psych/SEPA/CS	2.5	2.5	2.5	2.5	2.5	2.5				
	Classified	6.4	6.4	6.4	6.4	5.4	5.4				
2100	SPED Aide/Instructional Aide	1.0	1.0	1.0	1.0	1.0	1.0				
2200	Office Staff	5.0	5.0	5.0	5.0	4.0	4.0				
2300	Classified Salaried	-	-	-	-	-	-				
2400	Classified Hourly	-	-	-	-	-	-				
2900	Campus Security Officer	0.4	0.4	0.4	0.4	0.4	0.4				

031		Animo City of Champions High School		OUTYEAR PROJECTION						CASHFLOW PROJECTION			
				FY25BC	FY26	FY27	FY28	FY29	FY30	FY25	FY25	FY25	FY25
				42,185	623,745	638,406	732,337	935,259	953,604	Jul-24	Aug-24	Sep-24	Oct-24
I. CASH FROM OPERATIONS													
REVENUE RECEIPTS (SOURCES OF CASH)													
State Apportionment													
8011-0000	State Apportionment Unrestricted Current Year	3,957,695	4,419,869	5,430,486	6,335,968	7,118,472	7,319,593	197,885	197,885	356,193	356,193		
8012-1400	EPA State Aid	55,928	62,459	76,741	89,536	100,594	103,436	2,796	2,796	5,034	5,034		
8096-0000	InLieu Property Taxes - Prior Year	798,933	892,231	1,096,243	1,279,031	1,436,994	1,477,594	39,947	39,947	71,904	71,904		
	State Apportionment	4,812,556	5,374,560	6,603,470	7,704,536	8,656,060	8,900,623	240,628	240,628	433,130	433,130		
Other Per-Pupil Driven													
8550-0000	Mandated Cost Reimbursements	15,428	17,074	20,714	23,914	26,607	27,225	643	1,344	1,344	1,344		
8560-1100	State Lottery Revenue Unrestricted	48,972	54,197	65,751	75,911	84,458	86,421	2,041	4,267	4,267	4,267		
8560-6300	State Lottery Revenue Instructional Materials	19,921	22,046	26,746	30,879	34,356	35,154	830	1,736	1,736	1,736		
	Other Per-Pupil Driven	84,321	93,317	113,211	130,704	145,421	148,800	3,513	7,346	7,346	7,346		
Special Education													
8181-3310	Special Ed: IDEA Basic Local Assist, Part B Other Federal Revenue	41,447	45,868	55,647	64,246	71,479	73,140	-	-	-	-		
8311-6500	Special Education AB Other State Apportionments	265,521	293,849	356,495	411,580	457,921	468,562	-	53,635	23,543	23,543		
8311-7801	SPED - Option 3 Professional Development Grant	-	-	-	-	-	-	-	-	-	-		
8311-7802	SPED - Option 3 Technology Grant	-	-	-	-	-	-	-	-	-	-		
8590-6512		-	-	-	-	-	-	-	-	-	-		
	Special Education	306,968	339,718	412,142	475,825	529,400	541,702	-	53,635	23,543	23,543		
Federal													
8290-3010	Title I, Part A	120,941	133,844	162,378	187,468	208,576	213,423	-	6,410	11,453	11,453		
8290-3182	Comprehensive Support and Improvement	-	-	-	-	-	-	-	-	-	-		
8290-3213	ESSER III	-	-	-	-	-	-	-	-	-	-		
8290-3214	ESSER Learning Loss	-	-	-	-	-	-	-	-	-	-		
8290-3215	LLMF GEER	-	-	-	-	-	-	-	-	-	-		
8290-3410	Dept of Rehab: Workability II, Trans Ptnrs	-	-	-	-	-	-	-	-	-	-		
8290-4035	Title II, Part A, Effective Instruction	13,376	14,803	17,959	20,734	23,068	23,604	-	2,229	1,115	1,115		
8290-4124	Title IV, Part B, 21st Century	-	-	-	-	-	-	-	-	-	-		
8290-5810-5819	School Based Mental Health CA FY23 US DOE	128,851	187,642	187,642	-	-	-	-	21,475	10,738	10,738		
8290-4203	Title III, English Learner Student Program	6,403	7,086	8,597	9,925	11,043	11,299	-	1,067	534	534		
8290-4127	Title IV, Part A, Student Support, Enrichment	10,000	11,067	13,426	15,501	17,246	17,647	-	-	-	-		
	Federal	279,571	354,442	390,002	233,628	259,933	265,974	-	31,182	23,839	23,839		
Other State													
8590-2600	Expanded Learning Opportunities Program	-	-	-	-	-	-	-	-	-	-		
8590-6266	Educator Effectiveness Block Grant	14,690	35,619	-	-	-	-	-	-	-	-		
8590-6334	CCSPP	267,943	231,221	231,221	231,221	-	-	22,329	22,329	22,329	22,329		
8590-6388	Strong Workforce Program	-	-	-	-	-	-	-	-	-	-		
8590-6762	Arts, Music, & Instructional Materials Discretionary Block Grant Other Stat	92,359	42,197	-	-	-	-	-	-	-	-		
8590-7412	AG Completion Grant	93,661	3,451	-	-	-	-	-	-	-	-		
8590-7413	AG Learning Loss	27,414	40,850	-	-	-	-	-	-	-	-		
8590-7425	ELO	-	-	-	-	-	-	-	-	-	-		
8590-7426	ELO-Paraprofessional	273	-	-	-	-	-	-	-	-	-		
8590-6546	Mental Health-Related Services	-	-	-	-	-	-	-	-	-	-		



8590-6770	Arts and Music in Schools Prop 28	62,611	64,489	66,424	68,417	70,469	72,583	62,611	-	-	-
8590-7339	Dual Enrollment Opportunities College and Career Access Pathways (CCA	44,741	25,126	25,126	-	-	-	44,741	-	-	-
8590-7399	LCFF - Equity Multiplier	-	-	-	-	-	-	-	-	-	-
8590-7435	Learning Recovery Emergency Block Grant Other State Revenue	166,533	-	-	-	-	-	-	-	-	-
8590-7810-7812	Ethnic Studies Block Grant	8,769	-	-	-	-	-	-	-	-	-
Other State		778,994	442,954	322,771	299,638	70,469	72,583	129,681	22,329	22,329	22,329
Grants											
8590-6010	After School Education and Safety	-	-	-	-	-	-	-	-	-	-
8690-0000	Contributions	-	-	-	-	-	-	-	-	-	-
8699-9010-9060	CalSHAPE	-	-	-	-	-	-	-	-	-	-
8699-9010-9077	ModelFlex - Broad	103,200	29,608	-	-	-	-	8,600	8,600	8,600	8,600
8699-9010-9129	J.K.Livin Foundation	-	-	-	-	-	-	-	-	-	-
8699-9010-9071	Modelflex - Windsong	-	-	-	-	-	-	-	-	-	-
8692-9231	Grants - Schwab: AIR	-	-	-	-	-	-	-	-	-	-
Grants		103,200	29,608	-	-	-	-	8,600	8,600	8,600	8,600
Facility Reimbursement											
8590-6030	Charter Schools Facility Grant Other State Revenue	-	-	-	-	-	-	-	-	-	-
Facility Reimbursement		-	-	-	-	-	-	-	-	-	-
Other											
8650-0000	Leases and Rentals	-	-	-	-	-	-	-	-	-	-
8699-0000	Contra Net assets released from restriction: Management Designated	68,862	425,000	-	-	-	-	5,739	5,739	5,739	5,739
8984-0000	Rental Income	-	-	-	-	-	-	-	-	-	-
Other		68,862	425,000	-	-	-	-	5,739	5,739	5,739	5,739
Intercompany Rev.											
8699-0000-8685	Intercompany Shared Service Revenue	-	-	-	-	-	-	-	-	-	-
8699-0000-8687	Contracted Services Revenue	-	-	-	-	-	-	-	-	-	-
Intercompany		-	-	-	-	-	-	-	-	-	-
Food Nutrition											
8220-5310	Child Nutrition School Programs Federal Reimbursement	86,290	95,496	115,855	133,756	148,816	152,274	13,375	13,202	-	6,635
8520-5310	Child Nutrition School Programs State Reimbursement	39,636	43,865	53,216	61,439	68,357	69,945	6,144	6,064	-	3,048
8520-5380	Child Nutrition School Breakfast Startup State Reimbursement	-	-	-	-	-	-	-	-	-	-
8634-5310	Food Service Sales (Child Nutrition)	-	-	-	-	-	-	-	-	-	-
Food Nutrition		125,926	139,361	169,071	195,195	217,173	222,219	19,518	19,267	-	9,682
Fundraising											
8699-0000'	School Site Fundraising	-	-	-	-	-	-	-	-	-	-
8699-0000-8695	School Site Fundraising	32,000	32,640	36,622	40,750	45,029	47,696	1,173	1,173	1,173	1,173
8699-0000-8696	Other Revenue Local Athletics	-	-	-	-	-	-	-	-	-	-
Local		32,000	32,640	36,622	40,750	45,029	47,696	1,173	1,173	1,173	1,173
Total Revenues Receipts		6,592,397	7,231,599	8,047,289	9,080,276	9,923,486	10,199,598	408,852	389,898	525,698	535,381
PERSONNEL CASH EXPENDITURES (USES OF CASH)											
Certificated Salaries											
1100	Certificated Teachers' Salaries	1,853,078	1,908,671	2,162,524	2,429,891	2,711,353	2,900,105	(77,212)	(161,442)	(161,442)	(161,442)



2905	Other Classified Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
2910	Other Classified Salaries_Overtime	1,599	1,647	1,696	1,747	1,800	1,854	(67)	(139)	(139)	(139)
2930	Other Classified Salaries_Stipends	44,000	45,320	46,680	48,080	49,522	51,008	-	-	-	-
2935	Other Classified Salaries_Other	-	-	-	-	-	-	-	-	-	-
2931	Other Classified Salaries_Athletic Stipends	-	-	-	-	-	-	-	-	-	-
Classified Overtime, Bonuses, and Stipends		49,698	51,189	52,724	54,306	55,474	57,138	(67)	(367)	(595)	(595)
Summer School & Summer Bridge											
1117	Certificated Teachers' Salaries_Summer	15,000	15,450	17,505	19,669	21,947	23,475	(12,885)	(1,380)	-	-
1217	Certificated Pupil Support Salaries_Summer	2,880	2,966	3,055	3,147	3,241	3,339	(841)	(1,164)	-	-
1317	Certificated Supervisors' and Administrators_Summer hours	-	-	-	-	-	-	-	-	-	-
2117	Classified Instructional Salaries_Summer	-	-	-	-	-	-	-	-	-	-
2217	Classified Support Salaries_Summer	-	-	-	-	-	-	-	-	-	-
Summer School & Summer Bridge		17,880	18,416	20,560	22,816	25,189	26,814	(13,726)	(2,544)	-	-
Certificated and Classified Benefits											
3101	State Teachers' Retirement System_certificated positions	490,630	504,192	557,893	635,309	695,293	737,228	(20,443)	(42,744)	(42,744)	(42,744)
3102	State Teachers' Retirement System_classified positions	15,280	-	-	-	-	-	(637)	(1,331)	(1,331)	(1,331)
3201	Public Employees' Retirement System_certificated positions	-	-	-	-	-	-	-	-	-	-
3202	Public Employees' Retirement System_classified positions	81,487	108,381	113,250	121,646	104,469	107,603	(3,395)	(7,099)	(7,099)	(7,099)
3301	OASDI/Medicare/Alternative_certificated positions	37,421	38,543	42,651	48,561	53,149	56,356	(1,559)	(3,260)	(3,260)	(3,260)
3302	OASDI/Medicare/Alternative_classified positions	29,165	33,956	34,975	36,024	31,613	32,562	(1,215)	(2,541)	(2,541)	(2,541)
3411	Medical_certificated positions	235,054	246,806	278,556	320,975	358,422	387,577	(9,794)	(20,478)	(20,478)	(20,478)
3412	Medical_classified positions	47,371	49,740	56,138	64,687	72,234	78,110	(1,974)	(4,127)	(4,127)	(4,127)
3501	State Unemployment Insurance_certificated positions	10,682	10,788	11,712	12,982	13,944	14,504	(890)	(890)	(890)	(890)
3502	State Unemployment Insurance_classified positions	2,578	2,603	2,826	3,133	3,365	3,500	(215)	(215)	(215)	(215)
3601	Workers' Compensation Insurance_certificated positions	26,502	26,582	32,356	40,188	47,651	50,526	(1,104)	(2,309)	(2,309)	(2,309)
3602	Workers' Compensation Insurance_classified positions	4,309	4,439	5,029	5,651	5,372	5,533	(180)	(375)	(375)	(375)
3901	Other Benefits_certificated positions	-	-	-	-	-	-	-	-	-	-
3902	Other Benefits_classified positions	-	-	-	-	-	-	-	-	-	-
3921	Green Dot 401k plan_certificated positions	-	-	-	-	-	-	-	-	-	-
Certificated and Classified Benefits		980,479	1,026,031	1,135,387	1,289,156	1,385,513	1,473,500	(41,406)	(85,370)	(85,370)	(85,370)
Total Personnel Payments		4,122,551	4,261,094	4,683,334	5,275,263	5,647,879	5,980,370	(207,986)	(343,215)	(352,090)	(350,242)
OPERATING EXPENDITURES (USES OF CASH)											
Classroom and Academic Supplies											
4100	Textbooks and Core Curricula Materials	92,359	102,212	122,974	140,481	156,298	156,298	(33,711)	(26,138)	(4,618)	(4,618)
4310	Testing and Exam Supplies	18,000	19,920	23,967	27,379	30,461	30,461	(882)	-	(1,800)	(5,580)
Classroom and Academic Supplies		110,359	122,133	146,941	167,859	186,759	186,759	(34,593)	(26,138)	(6,418)	(10,198)
Office Supplies											
4300	Materials and Supplies	204,521	144,237	88,585	86,896	59,239	59,239	(8,999)	(5,727)	(24,338)	(24,338)
4307	Printing and copying	10,800	11,952	14,380	16,427	18,277	18,277	(900)	(900)	(900)	(900)
Office Supplies		215,321	156,189	102,965	103,323	77,516	77,516	(9,899)	(6,627)	(25,238)	(25,238)
Employee Related											
4320	Non School District Food	14,604	14,896	15,611	15,190	12,902	12,902	(44)	-	-	-
5200	Travel and Conferences (Employee)	15,655	15,968	13,670	15,053	15,759	15,759	(2,223)	(297)	-	-

5606	Parking, Employee (not parking related to travel)	-	-	-	-	-	-	-	-	-	-
5300	Dues and Memberships	11,414	11,642	12,592	13,865	14,515	14,515	(951)	(951)	(951)	(951)
Employee Related		41,673	42,506	41,873	44,108	43,176	43,176	(3,218)	(1,249)	(951)	(951)
Student Related											
5809	Event Registration & Admission Fees	33,235	36,781	44,252	50,552	46,583	46,583	-	(66)	-	-
5835	Student Transportation	74,300	76,584	92,140	105,257	117,108	117,108	-	-	-	-
5837	Student Transportation, Events	140,040	113,956	137,103	156,622	91,557	91,557	-	-	-	-
Student Related		247,575	227,321	273,495	312,431	255,248	255,248	-	(66)	-	-
IT & Other Noncap Equipment											
4308	Non-Capitalized Equipment	30,360	33,600	40,424	46,179	51,379	51,379	(1,761)	(1,245)	(5,844)	(5,844)
4309	Non-Capitalized Equipment > \$1500	-	-	-	-	-	-	-	-	-	-
5605	Equipment Rental/Lease Expense	12,068	13,355	16,068	18,356	20,422	20,422	(1,006)	(1,006)	(1,006)	(1,006)
5825	Non Educational Computer Software	89,784	99,363	119,546	136,565	151,941	151,941	(10,325)	(16,879)	(6,258)	(6,258)
5900	Communications / Postage	17,150	18,980	22,835	26,086	29,023	29,023	(1,429)	(1,429)	(1,429)	(1,429)
5901	E-Rate Credits	-	-	-	-	-	-	-	-	-	-
7310	Transfers of Indirect Costs	-	-	-	-	-	-	-	-	-	-
IT & Other Noncap Equipment		149,362	165,298	198,873	227,185	252,765	252,765	(14,521)	(20,559)	(14,537)	(14,537)
Facilities											
4304	Facility Housekeeping material and supplies	19,000	21,027	25,298	28,900	32,154	32,154	(418)	(399)	(418)	(418)
5500	Operations and Housekeeping Services	115,403	127,716	153,657	175,533	195,297	195,297	(692)	(4,039)	(2,539)	(2,539)
5501	Utilities	29,385	75,000	90,234	103,080	114,686	114,686	(2,449)	(2,449)	(2,449)	(2,449)
5600	School Site Space Rental (recurring/contracts)	-	-	-	-	-	-	-	-	-	-
5601	Building Maintenance_Services and Other Costs	59,704	66,074	150,000	225,000	375,000	300,000	(4,975)	(4,975)	(4,975)	(4,975)
5602	Building Maintenance_Services_Contracts	50,768	56,184	67,597	77,220	85,914	85,914	(4,231)	(4,231)	(4,231)	(4,231)
5614	Space Rental/Lease Expense (non-recurring school site)	57,400	63,524	76,427	87,307	83,338	83,338	(2,296)	(2,296)	(2,296)	(2,296)
6900		-	400,000	400,000	400,000	400,000	400,000	-	-	-	-
9440	Equipment: Furniture, Fixtures and Equipment	-	204,545	204,545	204,545	204,545	204,545	-	-	-	-
9441	Equipment: IT	-	-	-	-	-	-	-	-	-	-
9444	Building under lease contract	433,333	-	-	-	-	-	(36,111)	(36,111)	(36,111)	(36,111)
9431	Leasehold Improvements	-	-	-	-	-	-	-	-	-	-
Facilities		764,993	1,014,070	1,167,759	1,301,585	1,490,934	1,415,934	(51,172)	(54,500)	(53,019)	(53,019)
Services											
5100	Subagreements for Services	451,775	499,974	601,530	654,296	727,966	727,966	(4,518)	(35,690)	(41,157)	(41,157)
5510	Security Services	142,752	149,889	157,384	165,253	173,515	173,515	(11,896)	(11,896)	(11,896)	(11,896)
5800	Professional/Consulting Services and Operating Expenditures	142,111	125,072	140,077	160,019	159,136	159,136	(1,990)	(3,411)	(22,738)	(22,738)
5805	Legal Services	-	-	-	-	-	-	-	-	-	-
5807	Catering Services	135,098	149,511	179,880	205,489	228,625	228,625	(14,861)	(6,485)	(11,375)	(11,375)
5818	Stipends for Extracurricular Activities	-	-	-	-	-	-	-	-	-	-
7000	Miscellaneous Service Expense (Placeholders)	(42,185)	-	-	-	-	-	-	-	-	-
Services		829,550	924,447	1,078,871	1,185,056	1,289,243	1,289,243	(33,264)	(57,482)	(87,166)	(87,166)
Non-Discretionary											
5400	Insurance	62,887	69,596	83,733	95,653	106,423	106,423	(5,241)	(5,241)	(5,241)	(5,241)
5811	Local Special Education Unit Fees	-	-	-	-	-	-	-	-	-	-
5880	District Oversight Fee	48,126	53,746	66,035	77,045	86,561	86,835	(2,005)	(4,193)	(4,193)	(4,193)
5897	Penalties and Late Fees on supplier invoices	-	-	-	-	-	-	-	-	-	-
7439	Debt Service - Interest (Discount Amortization)	-	-	-	-	-	-	-	-	-	-

7438	Debt Service-Interest	-	176,000	169,552	162,976	156,269	156,269	-	-	-	-
	<b>Non-Discretionary</b>	<b>111,013</b>	<b>299,342</b>	<b>319,320</b>	<b>335,675</b>	<b>349,253</b>	<b>349,528</b>	<b>(7,246)</b>	<b>(9,433)</b>	<b>(9,433)</b>	<b>(9,433)</b>
	<b>Intercompany Exp.</b>										
5830	CA USE ONLY - Shared Service Fee (Expenses only)	-	-	-	-	-	-	-	-	-	-
5832	Shared Service Fee (Expense)	-	-	-	-	-	-	-	-	-	-
	<b>Intercompany</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total Operating Payments</b>	<b>2,469,846</b>	<b>2,951,306</b>	<b>3,330,095</b>	<b>3,677,222</b>	<b>3,944,894</b>	<b>3,870,169</b>	<b>(153,913)</b>	<b>(176,053)</b>	<b>(196,762)</b>	<b>(200,542)</b>
	Total Operating Costs										
	<b>Cash From Operations</b>	<b>42,185</b>	<b>623,745</b>	<b>638,406</b>	<b>732,337</b>	<b>935,259</b>	<b>953,604</b>	<b>46,953</b>	<b>(129,370)</b>	<b>(23,153)</b>	<b>(15,403)</b>
	Net Income	(0)	19,199	33,860	127,791	330,713	349,058				
	Net Income	(0)	19,199	33,860	127,791	330,713	349,058				
<b>II. CASH FROM INVESTING ACTIVITIES</b>											
	<b>Investments in Plant, Property and Equipment: (Uses of Cash)</b>										
U200	Capital Expenditures							-	-	-	-
U210	Acquisitions or Investments							-	-	-	-
	<b>Total Investments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Sale of Plant, Property &amp; Equipment: Sources of Cash</b>										
S200	Cash Proceeds from Sale of Equipment							-	-	-	-
S210	Cash Proceeds from Sale of Real Estate							-	-	-	-
	<b>Total Asset Sales</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Net Cash (Used)/From Investing Activities</b>							<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Free Cash Flow</b>							<b>46,953</b>	<b>(129,370)</b>	<b>(23,153)</b>	<b>(15,403)</b>
<b>III. CASH FROM FINANCING ACTIVITIES</b>											
	<b>Obligated Debt Payments: (Uses of Cash)</b>										
U310	Repayments on Capital Lease Obligations							-	-	-	-
U320	Repayments on Other Debt							-	-	-	-
	<b>Total Repayment of Debt</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>New Financing: Sources of Cash</b>										
S300	New Term Loans							-	-	-	-
S310	New Financings		218,752	223,167	227,671	232,267	236,955	-	-	-	-
S320	Intra Company Financing		204,545	204,545	204,545	204,545	204,545	-	-	-	-
	<b>Total New Borrowings</b>	<b>-</b>	<b>423,297</b>	<b>427,712</b>	<b>432,216</b>	<b>436,812</b>	<b>441,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Net Cash(Used) From Financing Activities</b>	<b>-</b>	<b>1,047,041</b>	<b>(223,167)</b>	<b>(227,671)</b>	<b>(232,267)</b>	<b>(236,955)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Cash Reconciliation</b>										
	<b>Net Increase / (Decrease) in Cash</b>							<b>46,953</b>	<b>(129,370)</b>	<b>(23,153)</b>	<b>(15,403)</b>
	<i>Increase/(Decrease) in Intercompany Payables</i>							<i>(46,953)</i>	<i>129,370</i>	<i>23,153</i>	<i>15,403</i>
	<b>Beg. Cash Balance</b>							<b>950,000</b>	<b>996,953</b>	<b>867,583</b>	<b>844,430</b>
	<b>End. Cash Balance</b>							<b>996,953</b>	<b>867,583</b>	<b>844,430</b>	<b>829,026</b>

[illegible]

-	-	-	-	-	-	-	-	62,611	64,489	-	-	-	-	-	-
-	-	-	-	-	-	-	-	44,741	25,126	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22,329	22,329	22,329	22,329	22,329	22,329	22,329	22,329	375,295	108,884	19,268	19,268	19,268	19,268	19,268	19,268
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	103,200	2,467	2,467	2,467	2,467	2,467	2,467	2,467
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	103,200	2,467	2,467	2,467	2,467	2,467	2,467	2,467
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5,739	5,739	5,739	5,739	5,739	5,739	5,739	5,739	68,862	35,417	35,417	35,417	35,417	35,417	35,417	35,417
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5,739	5,739	5,739	5,739	5,739	5,739	5,739	5,739	68,862	35,417	35,417	35,417	35,417	35,417	35,417	35,417
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6,635	6,635	6,635	6,635	6,635	6,635	6,635	6,635	86,290	14,802	14,611	-	7,343	7,343	7,343	7,343
3,048	3,048	3,048	3,048	3,048	3,048	3,048	3,048	39,636	6,799	6,711	-	3,373	3,373	3,373	3,373
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9,682	9,682	9,682	9,682	9,682	9,682	9,682	9,682	125,926	21,601	21,322	-	10,715	10,715	10,715	10,715
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,173	1,173	4,160	4,160	4,160	4,160	4,160	4,160	32,000	1,197	1,197	1,197	1,197	1,197	1,197	4,243
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,173	1,173	4,160	4,160	4,160	4,160	4,160	4,160	32,000	1,197	1,197	1,197	1,197	1,197	1,197	4,243
535,381	535,381	538,367	538,367	538,367	538,367	538,367	133,141	5,755,568	875,312	457,902	606,380	617,095	617,095	617,095	620,142
-	-	-	-	-	-	-	-	\$0	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(161,442)	(161,442)	(161,442)	(161,442)	(161,442)	(161,442)	(161,442)	(161,442)	(1,853,078)	(79,528)	(166,286)	(166,286)	(166,286)	(166,286)	(166,286)	(166,286)

(14,403)	(14,403)	(14,403)	(14,403)	(14,403)	(14,403)	(14,403)	(14,403)	(165,316)	(7,095)	(14,835)	(14,835)	(14,835)	(14,835)	(14,835)	(14,835)
(22,936)	(22,936)	(22,936)	(22,936)	(22,936)	(22,936)	(22,936)	(22,936)	(275,232)	(23,624)	(23,624)	(23,624)	(23,624)	(23,624)	(23,624)	(23,624)
(18,216)	(18,216)	(18,216)	(18,216)	(18,216)	(18,216)	(18,216)	(18,216)	(218,597)	(18,763)	(18,763)	(18,763)	(18,763)	(18,763)	(18,763)	(18,763)
<b>(216,997)</b>	<b>(216,997)</b>	<b>(216,997)</b>	<b>(216,997)</b>	<b>(216,997)</b>	<b>(216,997)</b>	<b>(216,997)</b>	<b>(216,997)</b>	<b>(2,512,223)</b>	<b>(129,010)</b>	<b>(223,507)</b>	<b>(223,507)</b>	<b>(223,507)</b>	<b>(223,507)</b>	<b>(223,507)</b>	<b>(223,507)</b>

(153)	(504)	(156)	(153)	(504)	(156)	(153)	(504)	(3,250)	(161)	(157)	(519)	(161)	(157)	(519)	(161)
(14,126)	(7,063)	(14,126)	(14,126)	(14,126)	(7,063)	(14,126)	(7,063)	(127,136)	-	(7,204)	(14,409)	(14,409)	(14,409)	(7,204)	(14,409)
<b>(14,279)</b>	<b>(7,567)</b>	<b>(14,282)</b>	<b>(14,279)</b>	<b>(14,630)</b>	<b>(7,219)</b>	<b>(14,279)</b>	<b>(7,567)</b>	<b>(130,386)</b>	<b>(161)</b>	<b>(7,362)</b>	<b>(14,928)</b>	<b>(14,569)</b>	<b>(14,566)</b>	<b>(7,723)</b>	<b>(14,569)</b>

[illegible]



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(139)	(139)	(139)	(139)	(139)	(139)	(139)	(139)	(1,599)	(69)	(143)	(143)	(143)	(143)	(143)	(143)
-	(22,000)	-	-	-	-	-	(22,000)	(44,000)	-	-	-	-	-	(22,660)	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(595)	(22,367)	(595)	(595)	(595)	(367)	(595)	(22,367)	(49,698)	(69)	(378)	(613)	(613)	(613)	(23,038)	(613)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	(1,611)	(17,880)	(14,138)	(2,620)	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(42,744)	(42,744)	(42,744)	(42,744)	(42,744)	(42,744)	(42,744)	(42,744)	(490,630)	(21,008)	(43,926)	(43,926)	(43,926)	(43,926)	(43,926)	(43,926)
(1,331)	(1,331)	(1,331)	(1,331)	(1,331)	(1,331)	(1,331)	(1,331)	(15,280)	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(7,099)	(7,099)	(7,099)	(7,099)	(7,099)	(7,099)	(7,099)	(7,099)	(81,487)	(4,516)	(9,442)	(9,442)	(9,442)	(9,442)	(9,442)	(9,442)
(3,260)	(3,260)	(3,260)	(3,260)	(3,260)	(3,260)	(3,260)	(3,260)	(37,421)	(1,606)	(3,358)	(3,358)	(3,358)	(3,358)	(3,358)	(3,358)
(2,541)	(2,541)	(2,541)	(2,541)	(2,541)	(2,541)	(2,541)	(2,541)	(29,165)	(1,415)	(2,958)	(2,958)	(2,958)	(2,958)	(2,958)	(2,958)
(20,478)	(20,478)	(20,478)	(20,478)	(20,478)	(20,478)	(20,478)	(20,478)	(235,054)	(10,284)	(21,502)	(21,502)	(21,502)	(21,502)	(21,502)	(21,502)
(4,127)	(4,127)	(4,127)	(4,127)	(4,127)	(4,127)	(4,127)	(4,127)	(47,371)	(2,072)	(4,333)	(4,333)	(4,333)	(4,333)	(4,333)	(4,333)
(890)	(890)	(890)	(890)	(890)	(890)	(890)	(890)	(10,682)	(899)	(899)	(899)	(899)	(899)	(899)	(899)
(215)	(215)	(215)	(215)	(215)	(215)	(215)	(215)	(2,578)	(217)	(217)	(217)	(217)	(217)	(217)	(217)
(2,309)	(2,309)	(2,309)	(2,309)	(2,309)	(2,309)	(2,309)	(2,309)	(26,502)	(1,108)	(2,316)	(2,316)	(2,316)	(2,316)	(2,316)	(2,316)
(375)	(375)	(375)	(375)	(375)	(375)	(375)	(375)	(4,309)	(185)	(387)	(387)	(387)	(387)	(387)	(387)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(85,370)	(85,370)	(85,370)	(85,370)	(85,370)	(85,370)	(85,370)	(85,370)	(980,479)	(43,309)	(89,338)	(89,338)	(89,338)	(89,338)	(89,338)	(89,338)
(350,239)	(386,842)	(350,242)	(350,239)	(352,090)	(340,674)	(350,239)	(388,453)	(4,122,551)	(214,887)	(354,847)	(363,918)	(362,015)	(362,012)	(399,784)	(362,015)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(2,771)	(3,694)	-	(2,771)	(924)	(924)	(924)	(11,268)	(92,359)	(37,307)	(28,926)	(5,111)	(5,111)	(3,066)	(4,088)	-
(1,800)	(360)	(180)	(1,080)	(180)	-	(2,700)	(3,438)	(18,000)	(976)	-	(1,992)	(6,175)	(1,992)	(398)	(199)
(4,571)	(4,054)	(180)	(3,851)	(1,104)	(924)	(3,624)	(14,706)	(110,359)	(38,284)	(28,926)	(7,103)	(11,286)	(5,058)	(4,487)	(199)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(24,338)	(24,338)	(15,407)	(15,407)	(15,407)	(15,407)	(15,407)	(15,407)	(204,521)	(6,346)	(4,039)	(17,164)	(17,164)	(17,164)	(17,164)	(10,866)
(900)	(900)	(900)	(900)	(900)	(900)	(900)	(900)	(10,800)	(996)	(996)	(996)	(996)	(996)	(996)	(996)
(25,238)	(25,238)	(16,307)	(16,307)	(16,307)	(16,307)	(16,307)	(16,307)	(215,321)	(7,342)	(5,035)	(18,160)	(18,160)	(18,160)	(18,160)	(11,862)
-	-	(1,957)	(1,957)	(1,957)	(1,957)	(4,089)	(2,643)	(14,604)	(45)	-	-	-	-	-	(1,996)
-	-	(2,189)	(2,189)	(2,189)	(2,189)	(2,189)	(2,189)	(15,655)	(2,267)	(303)	-	-	-	-	(2,233)

(951)	(951)	(951)	(951)	(951)	(951)	(951)	(951)	(11,414)	(970)	(970)	(970)	(970)	(970)	(970)	(970)
(951)	(951)	(5,097)	(5,097)	(5,097)	(5,097)	(7,229)	(5,784)	(41,673)	(3,282)	(1,274)	(970)	(970)	(970)	(970)	(5,199)
								-							
-	-	(5,528)	(5,528)	(5,528)	(5,528)	(5,528)	(5,528)	(33,235)	-	(74)	-	-	-	-	(6,118)
-	-	(14,860)	(14,860)	(14,860)	(7,430)	(14,860)	(7,430)	(74,300)	-	-	-	-	-	-	(15,317)
-	-	(28,008)	(28,008)	(28,008)	(14,004)	(28,008)	(14,004)	(140,040)	-	-	-	-	-	-	(22,791)
-	-	(48,396)	(48,396)	(48,396)	(26,962)	(48,396)	(26,962)	(247,575)	-	(74)	-	-	-	-	(44,226)
								-							
(5,844)	(5,844)	(663)	(663)	(663)	(663)	(663)	(663)	(30,360)	(1,949)	(1,378)	(6,468)	(6,468)	(6,468)	(6,468)	(734)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,006)	(1,006)	(1,006)	(1,006)	(1,006)	(1,006)	(1,006)	(1,006)	(12,068)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(1,113)
(6,258)	(6,258)	(6,258)	(6,258)	(6,258)	(6,258)	(6,258)	(6,258)	(89,784)	(11,427)	(18,680)	(6,926)	(6,926)	(6,926)	(6,926)	(6,926)
(1,429)	(1,429)	(1,429)	(1,429)	(1,429)	(1,429)	(1,429)	(1,429)	(17,150)	(1,582)	(1,582)	(1,582)	(1,582)	(1,582)	(1,582)	(1,582)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(14,537)	(14,537)	(9,356)	(9,356)	(9,356)	(9,356)	(9,356)	(9,356)	(149,362)	(16,070)	(22,752)	(16,088)	(16,088)	(16,088)	(16,088)	(10,354)
								-							
(418)	(418)	(2,752)	(2,752)	(2,752)	(2,752)	(2,752)	(2,752)	(19,000)	(463)	(442)	(463)	(463)	(463)	(463)	(3,045)
(2,539)	(2,539)	(16,753)	(16,753)	(16,753)	(16,753)	(16,753)	(16,753)	(115,403)	(766)	(4,470)	(2,810)	(2,810)	(2,810)	(2,810)	(18,540)
(2,449)	(2,449)	(2,449)	(2,449)	(2,449)	(2,449)	(2,449)	(2,449)	(29,385)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(6,250)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(4,975)	(4,975)	(4,975)	(4,975)	(4,975)	(4,975)	(4,975)	(4,975)	(59,704)	(5,506)	(5,506)	(5,506)	(5,506)	(5,506)	(5,506)	(5,506)
(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(50,768)	(4,682)	(4,682)	(4,682)	(4,682)	(4,682)	(4,682)	(4,682)
(17,220)	(2,296)	(2,296)	(2,296)	(17,220)	(2,296)	(2,296)	(2,296)	(57,400)	(2,541)	(2,541)	(2,541)	(2,541)	(19,057)	(2,541)	(2,541)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(36,111)	(36,111)	(36,111)	(36,111)	(36,111)	(36,111)	(36,111)	(36,111)	(433,333)	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(67,943)	(53,019)	(69,566)	(69,566)	(84,490)	(69,566)	(69,566)	(69,566)	(764,993)	(20,208)	(23,891)	(22,251)	(22,251)	(38,768)	(22,251)	(40,565)
								-							
(41,157)	(41,157)	(41,157)	(41,157)	(41,157)	(41,157)	(41,157)	(41,157)	(451,775)	(5,000)	(39,498)	(45,548)	(45,548)	(45,548)	(45,548)	(45,548)
(11,896)	(11,896)	(11,896)	(11,896)	(11,896)	(11,896)	(11,896)	(11,896)	(142,752)	(12,491)	(12,491)	(12,491)	(12,491)	(12,491)	(12,491)	(12,491)
(22,738)	(22,738)	(7,627)	(7,627)	(7,627)	(7,627)	(7,627)	(7,627)	(142,111)	(1,751)	(3,002)	(20,012)	(20,012)	(20,012)	(20,012)	(6,712)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(11,375)	(11,375)	(11,375)	(11,375)	(11,375)	(11,375)	(11,375)	(11,375)	(135,098)	(16,446)	(7,177)	(12,589)	(12,589)	(12,589)	(12,589)	(12,589)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(87,166)	(87,166)	(72,055)	(72,055)	(72,055)	(72,055)	(72,055)	(72,055)	(871,735)	(35,688)	(62,167)	(90,639)	(90,639)	(90,639)	(90,639)	(77,339)
								-							
(5,241)	(5,241)	(5,241)	(5,241)	(5,241)	(5,241)	(5,241)	(5,241)	(62,887)	(5,800)	(5,800)	(5,800)	(5,800)	(5,800)	(5,800)	(5,800)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(4,193)	(4,193)	(4,193)	(4,193)	(4,193)	(4,193)	(4,193)	(4,193)	(48,126)	(2,239)	(4,682)	(4,682)	(4,682)	(4,682)	(4,682)	(4,682)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	(14,667)	(14,667)	(14,667)	(14,667)	(14,667)	(14,667)	(14,667)
(9,433)	(9,433)	(9,433)	(9,433)	(9,433)	(9,433)	(9,433)	(9,433)	(111,013)	(22,706)	(25,149)	(25,149)	(25,149)	(25,149)	(25,149)	(25,149)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(209,839)	(194,398)	(230,390)	(234,061)	(246,238)	(209,700)	(235,966)	(224,169)	(2,512,031)	(143,580)	(169,267)	(180,360)	(184,543)	(194,832)	(177,744)	(214,893)
(24,697)	(45,860)	(42,265)	(45,933)	(59,961)	(12,007)	(47,838)	(479,480)	(879,014)	516,845	(66,212)	62,102	70,537	60,251	39,567	43,234
-	-	-	-	-	-	-	-	0	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	0	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(24,697)	(45,860)	(42,265)	(45,933)	(59,961)	(12,007)	(47,838)	(479,480)	(879,014)	516,845	(66,212)	62,102	70,537	60,251	39,567	43,234
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	(18,229)	(18,229)	(18,229)	(18,229)	(18,229)	(18,229)	(18,229)
-	-	-	-	-	-	-	-	-	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)
-	-	-	-	-	-	-	-	-	(35,275)	(35,275)	(35,275)	(35,275)	(35,275)	(35,275)	(35,275)
-	-	-	-	-	-	-	-	-	(35,275)	(35,275)	(35,275)	(35,275)	(35,275)	(35,275)	(35,275)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(24,697)	(45,860)	(42,265)	(45,933)	(59,961)	(12,007)	(47,838)	(479,480)	-	481,570	(101,486)	26,827	35,262	24,977	4,293	7,959
24,697	45,860	42,265	45,933	59,961	12,007	47,838	479,480	-	(481,570)	101,486	(26,827)	(35,262)	(24,977)	(4,293)	(7,959)
829,026	804,329	758,470	716,204	670,272	610,311	598,304	550,466	-	70,986	552,556	451,069	477,896	513,158	538,135	542,427
804,329	758,470	716,204	670,272	610,311	598,304	550,466	70,986	-	552,556	451,069	477,896	513,158	538,135	542,427	550,387

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(143)	(143)	(143)	(143)	(143)	(1,647)	(71)	(148)	(148)	(148)	(148)	(148)	(148)	(148)	(148)	(148)
-	-	-	-	(22,660)	(45,320)	-	-	-	-	-	(23,340)	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(613)	(613)	(378)	(613)	(23,038)	(51,189)	(71)	(389)	(631)	(631)	(631)	(23,729)	(631)	(631)	(631)	(389)
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-	-	-	-	(1,659)	(18,416)	(15,929)	(2,845)	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(43,926)	(43,926)	(43,926)	(43,926)	(43,926)	(504,192)	(23,246)	(48,604)	(48,604)	(48,604)	(48,604)	(48,604)	(48,604)	(48,604)	(48,604)	(48,604)
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(9,442)	(9,442)	(9,442)	(9,442)	(9,442)	(108,381)	(4,719)	(9,866)	(9,866)	(9,866)	(9,866)	(9,866)	(9,866)	(9,866)	(9,866)	(9,866)
(3,358)	(3,358)	(3,358)	(3,358)	(3,358)	(38,543)	(1,777)	(3,716)	(3,716)	(3,716)	(3,716)	(3,716)	(3,716)	(3,716)	(3,716)	(3,716)
(2,958)	(2,958)	(2,958)	(2,958)	(2,958)	(33,956)	(1,457)	(3,047)	(3,047)	(3,047)	(3,047)	(3,047)	(3,047)	(3,047)	(3,047)	(3,047)
(21,502)	(21,502)	(21,502)	(21,502)	(21,502)	(246,806)	(11,606)	(24,268)	(24,268)	(24,268)	(24,268)	(24,268)	(24,268)	(24,268)	(24,268)	(24,268)
(4,333)	(4,333)	(4,333)	(4,333)	(4,333)	(49,740)	(2,339)	(4,891)	(4,891)	(4,891)	(4,891)	(4,891)	(4,891)	(4,891)	(4,891)	(4,891)
(899)	(899)	(899)	(899)	(899)	(10,788)	(976)	(976)	(976)	(976)	(976)	(976)	(976)	(976)	(976)	(976)
(217)	(217)	(217)	(217)	(217)	(2,603)	(236)	(236)	(236)	(236)	(236)	(236)	(236)	(236)	(236)	(236)
(2,316)	(2,316)	(2,316)	(2,316)	(2,316)	(26,582)	(1,348)	(2,819)	(2,819)	(2,819)	(2,819)	(2,819)	(2,819)	(2,819)	(2,819)	(2,819)
(387)	(387)	(387)	(387)	(387)	(4,439)	(210)	(438)	(438)	(438)	(438)	(438)	(438)	(438)	(438)	(438)
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(89,338)	(89,338)	(89,338)	(89,338)	(89,338)	(1,026,031)	(47,914)	(98,861)	(98,861)	(98,861)	(98,861)	(98,861)	(98,861)	(98,861)	(98,861)	(98,861)
(362,012)	(363,918)	(352,231)	(362,012)	(401,443)	(4,261,094)	(234,214)	(390,288)	(400,344)	(398,188)	(398,184)	(438,991)	(398,188)	(398,184)	(400,344)	(387,447)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(3,066)	(1,022)	(1,022)	(1,022)	(12,470)	(102,212)	(44,885)	(34,802)	(6,149)	(6,149)	(3,689)	(4,919)	-	(3,689)	(1,230)	(1,230)
(1,195)	(199)	-	(2,988)	(3,805)	(19,920)	(1,174)	-	(2,397)	(7,430)	(2,397)	(479)	(240)	(1,438)	(240)	-
(4,262)	(1,221)	(1,022)	(4,010)	(16,275)	(122,133)	(46,060)	(34,802)	(8,545)	(13,578)	(6,086)	(5,398)	(240)	(5,127)	(1,469)	(1,230)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(10,866)	(10,866)	(10,866)	(10,866)	(10,866)	(144,237)	(3,898)	(2,480)	(10,542)	(10,542)	(10,542)	(10,542)	(6,673)	(6,673)	(6,673)	(6,673)
(996)	(996)	(996)	(996)	(996)	(11,952)	(1,198)	(1,198)	(1,198)	(1,198)	(1,198)	(1,198)	(1,198)	(1,198)	(1,198)	(1,198)
(11,862)	(11,862)	(11,862)	(11,862)	(11,862)	(156,189)	(5,096)	(3,679)	(11,740)	(11,740)	(11,740)	(11,740)	(7,872)	(7,872)	(7,872)	(7,872)
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,996)	(1,996)	(1,996)	(4,171)	(2,696)	(14,896)	(47)	-	-	-	-	-	(2,092)	(2,092)	(2,092)	(2,092)
(2,233)	(2,233)	(2,233)	(2,233)	(2,233)	(15,968)	(1,941)	(260)	-	-	-	-	(1,912)	(1,912)	(1,912)	(1,912)





(14,667)	(14,667)	(14,667)	(14,667)	(14,667)	(176,000)	(14,129)	(14,129)	(14,129)	(14,129)	(14,129)	(14,129)	(14,129)	(14,129)	(14,129)	(14,129)
(25,149)	(25,149)	(25,149)	(25,149)	(25,149)	(299,342)	(23,859)	(26,860)	(26,860)	(26,860)	(26,860)	(26,860)	(26,860)	(26,860)	(26,860)	(26,860)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(218,955)	(232,431)	(196,662)	(220,879)	(212,614)	(2,346,760)	(168,453)	(201,363)	(205,670)	(210,703)	(223,082)	(202,523)	(250,948)	(255,835)	(272,049)	(229,014)
39,175	23,792	71,249	37,251	(446,745)	451,047	554,302	(88,818)	83,608	93,731	81,357	61,109	56,905	52,021	33,648	89,580
-	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	0	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39,175	23,792	71,249	37,251	(446,745)	451,047	554,302	(88,818)	83,608	93,731	81,357	61,109	56,905	52,021	33,648	89,580
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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(18,229)	(18,229)	(18,229)	(18,229)	(18,229)	(218,752)	(18,597)	(18,597)	(18,597)	(18,597)	(18,597)	(18,597)	(18,597)	(18,597)	(18,597)	(18,597)
(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(204,545)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)
(35,275)	(35,275)	(35,275)	(35,275)	(35,275)	(423,297)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)
(35,275)	(35,275)	(35,275)	(35,275)	(35,275)	(423,297)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)	(35,643)
3,900	(11,482)	35,975	1,977	(482,020)	-	518,659	(124,461)	47,966	58,089	45,714	25,466	21,262	16,378	(1,995)	53,937
(3,900)	11,482	(35,975)	(1,977)	482,020	-	(518,659)	124,461	(47,966)	(58,089)	(45,714)	(25,466)	(21,262)	(16,378)	1,995	(53,937)
550,387	554,287	542,804	578,779	580,756	-	98,736	617,396	492,935	540,901	598,989	644,703	670,169	691,431	707,810	705,815
554,287	542,804	578,779	580,756	98,736	-	617,396	492,935	540,901	598,989	644,703	670,169	691,431	707,810	705,815	759,752

			CASHFLOW PROJECTION												
FY27	FY27	FY27 Totals	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28	FY28 Totals
May-27	Jun-27		Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	
488,744	-	5,339,531	805,542	316,798	570,237	570,237	570,237	570,237	570,237	570,237	570,237	570,237	570,237	-	6,254,475
6,907	-	75,455	11,383	4,477	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	8,058	-	88,385
98,662	-	1,077,882	162,613	63,952	115,113	115,113	115,113	115,113	115,113	115,113	115,113	115,113	115,113	-	1,262,580
594,312	-	6,492,868	979,539	385,227	693,408	693,408	693,408	693,408	693,408	693,408	693,408	693,408	693,408	-	7,605,440
1,805	1,805	20,714	996	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	23,914
5,728	5,728	65,751	3,163	6,613	6,613	6,613	6,613	6,613	6,613	6,613	6,613	6,613	6,613	6,613	75,911
2,330	2,330	26,746	1,287	2,690	2,690	2,690	2,690	2,690	2,690	2,690	2,690	2,690	2,690	2,690	30,879
9,863	9,863	113,211	5,446	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	11,387	130,704
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		-													-
-	55,647	55,647	-	-	-	-	-	-	-	-	-	-	-	64,246	64,246
31,609	-	356,495	-	83,139	36,493	36,493	36,493	36,493	36,493	36,493	36,493	36,493	36,493	-	411,580
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31,609	55,647	412,142	-	83,139	36,493	36,493	36,493	36,493	36,493	36,493	36,493	36,493	36,493	64,246	475,825
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15,377	15,377	162,378	-	9,936	17,753	17,753	17,753	17,753	17,753	17,753	17,753	17,753	17,753	17,753	187,468
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1,497	1,497	17,959	-	3,456	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	20,734
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15,637	15,637	187,642	-	-	-	-	-	-	-	-	-	-	-	-	-
716	716	8,597	-	1,654	827	827	827	827	827	827	827	827	827	827	9,925
-	13,426	13,426	-	-	-	-	-	-	-	-	-	-	-	15,501	15,501
33,227	46,653	390,002	-	15,046	20,308	20,308	20,308	20,308	20,308	20,308	20,308	20,308	20,308	35,809	233,628
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19,268	19,268	231,221	19,268	19,268	19,268	19,268	19,268	19,268	19,268	19,268	19,268	19,268	19,268	19,268	231,221
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(14,129)	(14,129)	(169,552)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(13,581)	(162,976)
(26,860)	(26,860)	(319,320)	(24,763)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(28,265)	(335,675)
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(257,812)	(248,098)	(2,725,549)	(192,112)	(227,819)	(231,051)	(236,800)	(250,941)	(227,455)	(282,965)	(288,549)	(307,070)	(257,909)	(290,421)	(279,586)	(3,072,677)
50,044	(539,683)	527,804	647,032	(122,430)	100,193	111,875	97,738	77,221	69,513	63,934	42,985	106,301	62,062	(482,412)	774,011
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50,044	(539,683)	527,804	647,032	(122,430)	100,193	111,875	97,738	77,221	69,513	63,934	42,985	106,301	62,062	(482,412)	774,011
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(18,597)	(18,597)	(223,167)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(18,973)	(227,671)
(17,045)	(17,045)	(204,545)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(204,545)
(35,643)	(35,643)	(427,712)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(432,216)
(35,643)	(35,643)	(427,712)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(36,018)	(432,216)
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14,402	(575,326)		611,014	(158,449)	64,175	75,857	61,720	41,202	33,495	27,916	6,967	70,283	26,044	(518,430)	
(14,402)	575,326		(611,014)	158,449	(64,175)	(75,857)	(61,720)	(41,202)	(33,495)	(27,916)	(6,967)	(70,283)	(26,044)	518,430	
759,752	774,154		198,828	809,842	651,393	715,568	791,425	853,146	894,348	927,843	955,759	962,726	1,033,009	1,059,053	
774,154	198,828		809,842	651,393	715,568	791,425	853,146	894,348	927,843	955,759	962,726	1,033,009	1,059,053	540,622	

[illegible]



70,469	-	-	-	-	-	-	-	-	-	-	-	-	70,469	72,583	-	-
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70,469	-	-	-	-	-	-	-	-	-	-	-	-	70,469	72,583	-	-
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23,066	22,769	-	11,442	11,442	11,442	11,442	11,442	11,442	11,442	11,442	11,442	11,442	148,816	23,602	23,298	-
10,595	10,459	-	5,256	5,256	5,256	5,256	5,256	5,256	5,256	5,256	5,256	5,256	68,357	10,842	10,702	-
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33,662	33,227	-	16,698	16,698	16,698	16,698	16,698	16,698	16,698	16,698	16,698	16,698	217,173	34,444	34,000	-
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1,651	1,651	1,651	1,651	1,651	1,651	5,854	5,854	5,854	5,854	5,854	5,854	5,854	45,029	1,749	1,749	1,749
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1,651	1,651	1,651	1,651	1,651	1,651	5,854	5,854	5,854	5,854	5,854	5,854	5,854	45,029	1,749	1,749	1,749
1,238,053	589,591	856,563	873,261	873,261	873,261	877,464	877,464	877,464	877,464	877,464	877,464	146,541	9,837,849	1,339,053	605,521	880,434
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(218,821)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(236,216)	(2,817,200)	(120,838)	(252,661)	(252,661)



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(75)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(1,800)	(77)	(161)	(161)
-	-	-	-	-	(24,761)	-	-	-	-	-	(24,761)	(49,522)	-	-	-
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(75)	(387)	(618)	(618)	(618)	(25,149)	(618)	(618)	(618)	(387)	(618)	(25,149)	(55,474)	(77)	(399)	(637)
(18,853)	(2,019)	-	-	-	-	-	-	-	-	-	(1,075)	(21,947)	(20,165)	(2,160)	-
(947)	(1,310)	-	-	-	-	-	-	-	-	-	(985)	(3,241)	(975)	(1,349)	-
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(19,799)	(3,329)	-	-	-	-	-	-	-	-	-	(2,061)	(25,189)	(21,140)	(3,509)	-
(28,971)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(60,575)	(695,293)	(30,718)	(64,228)	(64,228)
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(4,353)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(9,101)	(104,469)	(4,483)	(9,375)	(9,375)
(2,215)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(4,630)	(53,149)	(2,348)	(4,910)	(4,910)
(1,317)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(2,754)	(31,613)	(1,357)	(2,837)	(2,837)
(14,934)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(31,226)	(358,422)	(16,149)	(33,766)	(33,766)
(3,010)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(6,293)	(72,234)	(3,255)	(6,805)	(6,805)
(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(1,162)	(13,944)	(1,209)	(1,209)	(1,209)
(280)	(280)	(280)	(280)	(280)	(280)	(280)	(280)	(280)	(280)	(280)	(280)	(3,365)	(292)	(292)	(292)
(1,985)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(4,151)	(47,651)	(2,105)	(4,402)	(4,402)
(224)	(468)	(468)	(468)	(468)	(468)	(468)	(468)	(468)	(468)	(468)	(468)	(5,372)	(231)	(482)	(482)
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(58,451)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(120,642)	(1,385,513)	(62,146)	(128,305)	(128,305)
(420,652)	(471,310)	(483,422)	(480,719)	(480,714)	(528,109)	(480,719)	(480,714)	(483,422)	(467,986)	(480,714)	(530,169)	(5,788,649)	(295,451)	(499,230)	(512,023)
(57,049)	(44,232)	(7,815)	(7,815)	(4,689)	(6,252)	-	(4,689)	(1,563)	(1,563)	(1,563)	(19,068)	(156,298)	(57,049)	(44,232)	(7,815)
(1,493)	-	(3,046)	(9,443)	(3,046)	(609)	(305)	(1,828)	(305)	-	(4,569)	(5,818)	(30,461)	(1,493)	-	(3,046)
(58,541)	(44,232)	(10,861)	(17,258)	(7,735)	(6,861)	(305)	(6,517)	(1,868)	(1,563)	(6,132)	(24,886)	(186,759)	(58,541)	(44,232)	(10,861)
(2,607)	(1,659)	(7,049)	(7,049)	(7,049)	(7,049)	(4,463)	(4,463)	(4,463)	(4,463)	(4,463)	(4,463)	(59,239)	(2,607)	(1,659)	(7,049)
(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(18,277)	(1,523)	(1,523)	(1,523)
(4,130)	(3,182)	(8,572)	(8,572)	(8,572)	(8,572)	(5,986)	(5,986)	(5,986)	(5,986)	(5,986)	(5,986)	(77,516)	(4,130)	(3,182)	(8,572)
(39)	-	-	-	-	-	(1,729)	(1,729)	(1,729)	(1,729)	(3,613)	(2,335)	(12,902)	(39)	-	-
(2,238)	(299)	-	-	-	-	(2,204)	(2,204)	(2,204)	(2,204)	(2,204)	(2,204)	(15,759)	(2,238)	(299)	-

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(14,515)	(1,210)	(1,210)	(1,210)
(3,486)	(1,509)	(1,210)	(1,210)	(1,210)	(1,210)	(5,142)	(5,142)	(5,142)	(5,142)	(7,026)	(5,748)	(43,176)	(3,486)	(1,509)	(1,210)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(93)	-	-	-	-	(7,748)	(7,748)	(7,748)	(7,748)	(7,748)	(7,748)	(46,583)	-	(93)	-
-	-	-	-	-	-	(23,422)	(23,422)	(23,422)	(11,711)	(23,422)	(11,711)	(117,108)	-	-	-
-	-	-	-	-	-	(18,311)	(18,311)	(18,311)	(9,156)	(18,311)	(9,156)	(91,557)	-	-	-
-	(93)	-	-	-	-	(49,481)	(49,481)	(49,481)	(28,615)	(49,481)	(28,615)	(255,248)	-	(93)	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(2,980)	(2,107)	(9,890)	(9,890)	(9,890)	(9,890)	(1,122)	(1,122)	(1,122)	(1,122)	(1,122)	(1,122)	(51,379)	(2,980)	(2,107)	(9,890)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(20,422)	(1,702)	(1,702)	(1,702)
(17,473)	(28,565)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(151,941)	(17,473)	(28,565)	(10,590)
(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(29,023)	(2,419)	(2,419)	(2,419)
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(24,574)	(34,792)	(24,601)	(24,601)	(24,601)	(24,601)	(15,832)	(15,832)	(15,832)	(15,832)	(15,832)	(15,832)	(252,765)	(24,574)	(34,792)	(24,601)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(707)	(675)	(707)	(707)	(707)	(707)	(4,657)	(4,657)	(4,657)	(4,657)	(4,657)	(4,657)	(32,154)	(707)	(675)	(707)
(1,172)	(6,835)	(4,297)	(4,297)	(4,297)	(4,297)	(28,351)	(28,351)	(28,351)	(28,351)	(28,351)	(28,351)	(195,297)	(1,172)	(6,835)	(4,297)
(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(114,686)	(9,557)	(9,557)	(9,557)
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(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(31,250)	(375,000)	(25,000)	(25,000)	(25,000)
(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(85,914)	(7,160)	(7,160)	(7,160)
(3,334)	(3,334)	(3,334)	(3,334)	(25,001)	(3,334)	(3,334)	(3,334)	(25,001)	(3,334)	(3,334)	(3,334)	(83,338)	(3,334)	(3,334)	(3,334)
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(53,179)	(58,811)	(56,304)	(56,304)	(77,972)	(56,304)	(84,308)	(84,308)	(105,976)	(84,308)	(84,308)	(84,308)	(886,389)	(46,929)	(52,561)	(50,054)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(7,280)	(57,509)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(727,966)	(7,280)	(57,509)	(66,318)
(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(173,515)	(14,460)	(14,460)	(14,460)
(2,228)	(3,819)	(25,462)	(25,462)	(25,462)	(25,462)	(8,540)	(8,540)	(8,540)	(8,540)	(8,540)	(8,540)	(159,136)	(2,228)	(3,819)	(25,462)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(25,149)	(10,974)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(228,625)	(25,149)	(10,974)	(19,250)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(49,116)	(86,762)	(125,489)	(125,489)	(125,489)	(125,489)	(108,568)	(108,568)	(108,568)	(108,568)	(108,568)	(108,568)	(1,289,243)	(49,116)	(86,762)	(125,489)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(106,423)	(8,869)	(8,869)	(8,869)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(3,607)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(7,541)	(86,561)	(3,618)	(7,565)	(7,565)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(156,269)	(13,022)	(13,022)	(13,022)
(25,498)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(29,432)	(349,253)	(25,509)	(29,456)	(29,456)
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												-			
(218,524)	(258,814)	(256,470)	(262,867)	(275,012)	(252,470)	(299,054)	(305,266)	(322,285)	(279,446)	(306,765)	(303,376)	(3,340,349)	(212,285)	(252,587)	(250,244)
598,877	(140,533)	116,671	129,676	117,535	92,682	97,691	91,484	71,757	130,032	89,985	(687,004)	708,852	831,316	(146,296)	118,167
												0			
												-			
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-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
598,877	(140,533)	116,671	129,676	117,535	92,682	97,691	91,484	71,757	130,032	89,985	(687,004)	708,852	831,316	(146,296)	118,167
												-			
												-			
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												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(19,356)	(232,267)	(19,746)	(19,746)	(19,746)
(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(204,545)	(17,045)	(17,045)	(17,045)
(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(436,812)	(36,792)	(36,792)	(36,792)
(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(36,401)	(436,812)	(36,792)	(36,792)	(36,792)
												-			
562,476	(176,934)	80,270	93,275	81,134	56,281	61,290	55,083	35,356	93,631	53,584	(723,405)		794,525	(183,088)	81,375
(562,476)	176,934	(80,270)	(93,275)	(81,134)	(56,281)	(61,290)	(55,083)	(35,356)	(93,631)	(53,584)	723,405		(794,525)	183,088	(81,375)
540,622	1,103,098	926,164	1,006,434	1,099,709	1,180,843	1,237,124	1,298,414	1,353,497	1,388,853	1,482,484	1,536,067		812,662	1,607,187	1,424,099
1,103,098	926,164	1,006,434	1,099,709	1,180,843	1,237,124	1,298,414	1,353,497	1,388,853	1,482,484	1,536,067	812,662		1,607,187	1,424,099	1,505,474

										CASHFLOW ALLOCATION - FY25					
FY30	FY30	FY30	FY30	FY30	FY30	FY30	FY30	FY30	FY30 Totals	Allocation Scenario Selection		Direction	F Allocation		
Oct-29	Nov-29	Dec-29	Jan-30	Feb-30	Mar-30	Apr-30	May-30	Jun-30					Jul	Aug	Sep
658,763	658,763	658,763	658,763	658,763	658,763	658,763	658,763	-	7,301,492	R1	5 / 5 / 9 Payment Schedule	1	5%	5%	9%
9,309	9,309	9,309	9,309	9,309	9,309	9,309	9,309	-	103,181	R1	5 / 5 / 9 Payment Schedule	1	5%	5%	9%
132,983	132,983	132,983	132,983	132,983	132,983	132,983	132,983	-	1,473,940	R1	5 / 5 / 9 Payment Schedule	1	5%	5%	9%
801,056	801,056	801,056	801,056	801,056	801,056	801,056	801,056	-	8,878,612						
2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	2,372	27,225	11	School Revenue Rec. 11.5 Mos.	1	4%	9%	9%
7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	7,529	86,421	11	School Revenue Rec. 11.5 Mos.	1	4%	9%	9%
3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	35,154	11	School Revenue Rec. 11.5 Mos.	1	4%	9%	9%
12,964	12,964	12,964	12,964	12,964	12,964	12,964	12,964	12,964	148,800						
-	-	-	-	-	-	-	-	73,140	-	16	Entitlements (IDEA) and Title IV	1	0%	0%	0%
41,546	41,546	41,546	41,546	41,546	41,546	41,546	41,546	-	468,562	25	FY25BC AB602	1	0%	20%	9%
-	-	-	-	-	-	-	-	-	-	14	Front Loaded Expenses	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
41,546	41,546	41,546	41,546	41,546	41,546	41,546	41,546	73,140	541,702						
20,211	20,211	20,211	20,211	20,211	20,211	20,211	20,211	20,211	213,423	26	FY25BC Title I	1	0%	5%	9%
-	-	-	-	-	-	-	-	-	-	27	FY25BC CSI	1	0%	9%	9%
-	-	-	-	-	-	-	-	-	-	NC	Non Cash Items	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NC	Non Cash Items	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	30	FY25BC Aug = July + Aug, Then Flat	1	0%	17%	8%
1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	1,967	23,604	30	FY25BC Aug = July + Aug, Then Flat	1	0%	17%	8%
-	-	-	-	-	-	-	-	-	-	30	FY25BC Aug = July + Aug, Then Flat	1	0%	17%	8%
-	-	-	-	-	-	-	-	-	-	30	FY25BC Aug = July + Aug, Then Flat	1	0%	17%	8%
942	942	942	942	942	942	942	942	942	11,299	30	FY25BC Aug = July + Aug, Then Flat	1	0%	17%	8%
-	-	-	-	-	-	-	-	17,647	17,647	16	Entitlements (IDEA) and Title IV	1	0%	0%	0%
23,120	23,120	23,120	23,120	23,120	23,120	23,120	23,120	40,767	265,974						
-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	1	4%	9%	9%
-	-	-	-	-	-	-	-	-	-	na	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	1	4%	9%	9%

-	-	-	-	-	-	-	-	-	-	72,583	5	Purchase Before School	1	100%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	5	Purchase Before School	1	100%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	1	4%	9%	9%
-	-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	72,583						
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	-	-	-	-	-	-	-	-	33	FY25BC ASES	1	0%	11%	5%
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	1	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	-	-	-	-	-	-	-	-	30	FY25BC Aug = July + Aug, Then Flat	1	0%	17%	8%
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-	1	12-month flat	1	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	-						
11,708	11,708	11,708	11,708	11,708	11,708	11,708	11,708	11,708	11,708	152,274	36	FY25BC Nutrition	1	16%	15%	0%
5,378	5,378	5,378	5,378	5,378	5,378	5,378	5,378	5,378	5,378	69,945	36	FY25BC Nutrition	1	16%	15%	0%
-	-	-	-	-	-	-	-	-	-	-	3	School days	1	0%	6%	11%
-	-	-	-	-	-	-	-	-	-	-	3	School days	1	0%	6%	11%
17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	17,086	222,219						
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	-	-	-	-	-	-	-	-	22	Second Semester Heavy	1	4%	4%	4%
1,749	1,749	1,749	6,201	6,201	6,201	6,201	6,201	6,201	6,201	47,696	22	Second Semester Heavy	1	4%	4%	4%
-	-	-	-	-	-	-	-	-	-	-	22	Second Semester Heavy	1	4%	4%	4%
1,749	1,749	1,749	6,201	6,201	6,201	6,201	6,201	6,201	6,201	47,696						
897,520	897,520	897,520	901,972	901,972	901,972	901,972	901,972	901,972	150,157	10,177,587						
										\$0						
										-						
(252,661)	(252,661)	(252,661)	(252,661)	(252,661)	(252,661)	(252,661)	(252,661)	(252,661)	(252,661)	(2,900,105)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%

(16,696)	(16,696)	(16,696)	(16,696)	(16,696)	(16,696)	(16,696)	(16,696)	(16,696)	(191,647)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%
(36,284)	(36,284)	(36,284)	(36,284)	(36,284)	(36,284)	(36,284)	(36,284)	(36,284)	(435,413)	1	12-month flat	(1)	8%	8%	8%
(21,118)	(21,118)	(21,118)	(21,118)	(21,118)	(21,118)	(21,118)	(21,118)	(21,118)	(253,414)	1	12-month flat	(1)	8%	8%	8%
(326,759)	(326,759)	(326,759)	(326,759)	(326,759)	(326,759)	(326,759)	(326,759)	(326,759)	(3,780,578)						
									-						
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	8%	8%
-	-	(30,236)	-	-	-	-	-	(30,236)	(60,472)	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	(4,695)	-	-	-	-	-	(4,695)	(9,390)	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	3	School days	(1)	0%	6%	11%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	37	FY25BC Certificated Supervisors' and /	(1)	56%	1%	0%
-	-	(2,348)	-	-	(2,348)	-	-	(2,348)	(9,390)	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%
-	-	(37,279)	-	-	(2,348)	-	-	(37,279)	(79,253)						
									-						
(244)	(239)	(788)	(244)	(239)	(788)	(244)	(239)	(788)	(5,086)	38	FY25BC Substitute Salary and Wages	(1)	5%	5%	16%
(21,055)	(21,055)	(10,528)	(21,055)	(21,055)	(21,055)	(10,528)	(21,055)	(10,528)	(189,498)	3	School days	(1)	0%	6%	11%
(21,299)	(21,294)	(11,316)	(21,299)	(21,294)	(21,844)	(10,772)	(21,294)	(11,316)	(194,584)						
									-						
(5,279)	(5,279)	(2,640)	(5,279)	(5,279)	(5,279)	(2,640)	(5,279)	(2,640)	(47,514)	3	School days	(1)	0%	6%	11%
(24,488)	(24,488)	(24,488)	(24,488)	(24,488)	(24,488)	(24,488)	(24,488)	(24,488)	(293,855)	1	12-month flat	(1)	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%
(2,364)	(2,364)	(2,364)	(2,364)	(2,364)	(2,364)	(2,364)	(2,364)	(2,364)	(27,135)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%
(32,131)	(32,131)	(29,492)	(32,131)	(32,131)	(32,131)	(29,492)	(32,131)	(29,492)	(368,505)						
									-						
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
(264)	(264)	(132)	(264)	(264)	(264)	(132)	(264)	(132)	(2,376)	3	School days	(1)	0%	6%	11%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
(211)	(211)	(106)	(211)	(211)	(211)	(106)	(211)	(106)	(1,901)	3	School days	(1)	0%	6%	11%
-	-	-	-	-	-	-	-	-	-	39	FY25BC 100% Aug	(1)	0%	100%	0%
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	8%	8%
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%



-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%	
(161)	(161)	(161)	(161)	(161)	(161)	(161)	(161)	(161)	(1,854)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
-	-	(25,504)	-	-	-	-	-	(25,504)	(51,008)	8	Semi Annual School Year	(1)	0%	0%	0%	
-	-	-	-	-	-	-	-	-	-	9	Quarterly	(1)	0%	0%	25%	
-	-	-	-	-	-	-	-	-	-	8	Semi Annual School Year	(1)	0%	0%	0%	
(637)	(637)	(25,903)	(637)	(637)	(637)	(399)	(637)	(25,903)	(57,138)							
-	-	-	-	-	-	-	-	(1,150)	(23,475)	40	FY25BC 1117	(1)	86%	9%	0%	
-	-	-	-	-	-	-	-	(1,015)	(3,339)	41	FY25BC 1217	(1)	29%	40%	0%	
-	-	-	-	-	-	-	-	-	-	4	Summer school (Jul-Aug)	(1)	50%	25%	0%	
-	-	-	-	-	-	-	-	-	-	4	Summer school (Jul-Aug)	(1)	50%	25%	0%	
-	-	-	-	-	-	-	-	-	-	4	Summer school (Jul-Aug)	(1)	50%	25%	0%	
-	-	-	-	-	-	-	-	(2,165)	(26,814)							
(64,228)	(64,228)	(64,228)	(64,228)	(64,228)	(64,228)	(64,228)	(64,228)	(64,228)	(737,228)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	8%	8%	
(9,375)	(9,375)	(9,375)	(9,375)	(9,375)	(9,375)	(9,375)	(9,375)	(9,375)	(107,603)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(4,910)	(4,910)	(4,910)	(4,910)	(4,910)	(4,910)	(4,910)	(4,910)	(4,910)	(56,356)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(2,837)	(2,837)	(2,837)	(2,837)	(2,837)	(2,837)	(2,837)	(2,837)	(2,837)	(32,562)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(33,766)	(33,766)	(33,766)	(33,766)	(33,766)	(33,766)	(33,766)	(33,766)	(33,766)	(387,577)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(6,805)	(6,805)	(6,805)	(6,805)	(6,805)	(6,805)	(6,805)	(6,805)	(6,805)	(78,110)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(1,209)	(1,209)	(1,209)	(1,209)	(1,209)	(1,209)	(1,209)	(1,209)	(1,209)	(14,504)	1	12-month flat	(1)	8%	8%	8%	
(292)	(292)	(292)	(292)	(292)	(292)	(292)	(292)	(292)	(3,500)	1	12-month flat	(1)	8%	8%	8%	
(4,402)	(4,402)	(4,402)	(4,402)	(4,402)	(4,402)	(4,402)	(4,402)	(4,402)	(50,526)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(482)	(482)	(482)	(482)	(482)	(482)	(482)	(482)	(482)	(5,533)	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
-	-	-	-	-	-	-	-	-	-	11	School Revenue Rec. 11.5 Mos.	(1)	4%	9%	9%	
(128,305)	(128,305)	(128,305)	(128,305)	(128,305)	(128,305)	(128,305)	(128,305)	(128,305)	(1,473,500)							
(509,132)	(509,127)	(559,054)	(509,132)	(509,127)	(512,023)	(495,727)	(509,127)	(561,219)	(5,980,370)							
(7,815)	(4,689)	(6,252)	-	(4,689)	(1,563)	(1,563)	(1,563)	(19,068)	(156,298)	4100		0%	(1)	37%	28%	5%
(9,443)	(3,046)	(609)	(305)	(1,828)	(305)	-	(4,569)	(5,818)	(30,461)	4310		0%	(1)	5%	0%	10%
(17,258)	(7,735)	(6,861)	(305)	(6,517)	(1,868)	(1,563)	(6,132)	(24,886)	(186,759)							
(7,049)	(7,049)	(7,049)	(4,463)	(4,463)	(4,463)	(4,463)	(4,463)	(4,463)	(59,239)	4300		0%	(1)	4%	3%	12%
(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(1,523)	(18,277)	1	12-month flat	(1)	8%	8%	8%	
(8,572)	(8,572)	(8,572)	(5,986)	(5,986)	(5,986)	(5,986)	(5,986)	(5,986)	(77,516)							
-	-	-	(1,729)	(1,729)	(1,729)	(1,729)	(3,613)	(2,335)	(12,902)	4320		0%	(1)	0%	0%	0%
-	-	-	(2,204)	(2,204)	(2,204)	(2,204)	(2,204)	(2,204)	(15,759)	5200		0%	(1)	14%	2%	0%

-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	8%	8%	
(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(1,210)	(14,515)	1	12-month flat	(1)	8%	8%	8%	
(1,210)	(1,210)	(1,210)	(5,142)	(5,142)	(5,142)	(5,142)	(7,026)	(5,748)	(43,176)	-						
-	-	-	-	-	-	-	-	-	-	-						
-	-	-	(7,748)	(7,748)	(7,748)	(7,748)	(7,748)	(7,748)	(46,583)	5809		0%	(1)	0%	0%	0%
-	-	-	(23,422)	(23,422)	(23,422)	(11,711)	(23,422)	(11,711)	(117,108)	5835		0%	(1)	0%	0%	0%
-	-	-	(18,311)	(18,311)	(18,311)	(9,156)	(18,311)	(9,156)	(91,557)	5837		0%	(1)	0%	0%	0%
-	-	-	(49,481)	(49,481)	(49,481)	(28,615)	(49,481)	(28,615)	(255,248)	-						
-	-	-	-	-	-	-	-	-	-	-						
(9,890)	(9,890)	(9,890)	(1,122)	(1,122)	(1,122)	(1,122)	(1,122)	(1,122)	(51,379)	4400		0%	(1)	6%	4%	19%
-	-	-	-	-	-	-	-	-	-	4410		0%	(1)	2%	6%	18%
(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(1,702)	(20,422)	1	12-month flat	(1)		8%	8%	8%
(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(10,590)	(151,941)	5825		0%	(1)	12%	19%	7%
(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(2,419)	(29,023)	1	12-month flat	(1)		8%	8%	8%
-	-	-	-	-	-	-	-	-	-	5901		0%	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)		8%	8%	8%
(24,601)	(24,601)	(24,601)	(15,832)	(15,832)	(15,832)	(15,832)	(15,832)	(15,832)	(252,765)	-						
-	-	-	-	-	-	-	-	-	-	-						
(707)	(707)	(707)	(4,657)	(4,657)	(4,657)	(4,657)	(4,657)	(4,657)	(32,154)	4304		0%	(1)	2%	2%	2%
(4,297)	(4,297)	(4,297)	(28,351)	(28,351)	(28,351)	(28,351)	(28,351)	(28,351)	(195,297)	5500		0%	(1)	1%	4%	2%
(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(9,557)	(114,686)	1	12-month flat	(1)		8%	8%	8%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)		8%	8%	8%
(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)	(300,000)	1	12-month flat	(1)		8%	8%	8%
(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(7,160)	(85,914)	1	12-month flat	(1)		8%	8%	8%
(3,334)	(25,001)	(3,334)	(3,334)	(3,334)	(25,001)	(3,334)	(3,334)	(3,334)	(83,338)	5614		0%	(1)	4%	4%	4%
-	-	-	-	-	-	-	-	-	-	NC	Non Cash Items	(1)		0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NC	Non Cash Items	(1)		0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NC	Non Cash Items	(1)		0%	0%	0%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)		8%	8%	8%
-	-	-	-	-	-	-	-	-	-	NC	Non Cash Items	(1)		0%	0%	0%
(50,054)	(71,722)	(50,054)	(78,058)	(78,058)	(99,726)	(78,058)	(78,058)	(78,058)	(811,389)	-						
-	-	-	-	-	-	-	-	-	-	-						
(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(66,318)	(727,966)	5100		0%	(1)	1%	8%	9%
(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(14,460)	(173,515)	1	12-month flat	(1)		8%	8%	8%
(25,462)	(25,462)	(25,462)	(8,540)	(8,540)	(8,540)	(8,540)	(8,540)	(8,540)	(159,136)	5800		0%	(1)	1%	2%	16%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)		8%	8%	8%
(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(19,250)	(228,625)	5807		0%	(1)	11%	5%	8%
-	-	-	-	-	-	-	-	-	-	12	First/Last Decreased	(1)		5%	9%	9%
-	-	-	-	-	-	-	-	-	-	nc	Non Cash Items	(1)		0%	0%	0%
(125,489)	(125,489)	(125,489)	(108,568)	(108,568)	(108,568)	(108,568)	(108,568)	(108,568)	(1,289,243)	-						
-	-	-	-	-	-	-	-	-	-	-						
(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(8,869)	(106,423)	1	12-month flat	(1)		8%	8%	8%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)		8%	8%	8%
(7,565)	(7,565)	(7,565)	(7,565)	(7,565)	(7,565)	(7,565)	(7,565)	(7,565)	(86,835)	11	School Revenue Rec. 11.5 Mos.	(1)		4%	9%	9%
-	-	-	-	-	-	-	-	-	-	5897		0%	(1)	62%	38%	0%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)		8%	8%	8%

(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(13,022)	(156,269)	1	12-month flat	(1)	8%	8%	8%
(29,456)	(29,456)	(29,456)	(29,456)	(29,456)	(29,456)	(29,456)	(29,456)	(29,456)	(349,528)						
									-						
									-						
-	-	-	-	-	-	-	-	-	-	5830			0%	(1)	3%
-	-	-	-	-	-	-	-	-	-	1	12-month flat	(1)	8%	10%	9%
-	-	-	-	-	-	-	-	-	-					8%	8%
									-						
(256,641)	(268,786)	(246,244)	(292,828)	(299,040)	(316,059)	(273,220)	(300,539)	(297,150)	(3,265,623)						
									-						
131,748	119,608	92,223	100,012	93,805	73,890	133,025	92,306	(708,212)	931,593						
									0						
									0						
									-						
									-						
-	-	-	-	-	-	-	-	-	-	C1	Capital Projects	(1)	40%	40%	20%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-						
									-						
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-						
									-						
131,748	119,608	92,223	100,012	93,805	73,890	133,025	92,306	(708,212)	931,593						
									-						
									-						
									-						
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	(1)	0%	0%	0%
-	-	-	-	-	-	-	-	-	-						
									-						
-	-	-	-	-	-	-	-	-	-	NA	Not Applicable	(1)	0%	0%	0%
(19,746)	(19,746)	(19,746)	(19,746)	(19,746)	(19,746)	(19,746)	(19,746)	(19,746)	(236,955)	1	12-month flat	(1)	8%	8%	8%
(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(17,045)	(204,545)	1	12-month flat	(1)	8%	8%	8%
(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(441,500)						
									-						
(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(36,792)	(441,500)						
									-						
									-						
									-						
94,956	82,816	55,431	63,221	57,014	37,098	96,234	55,515	(745,003)							
									-						
(94,956)	(82,816)	(55,431)	(63,221)	(57,014)	(37,098)	(96,234)	(55,515)	745,003							
									-						
1,505,474	1,600,431	1,683,247	1,738,678	1,801,898	1,858,912	1,896,010	1,992,244	2,047,759							
1,600,431	1,683,247	1,738,678	1,801,898	1,858,912	1,896,010	1,992,244	2,047,759	1,302,756							







0%	0%	25%	0%	0%	25%	0%	0%	25%
9%	9%	9%	9%	9%	9%	9%	9%	9%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	25%	0%	0%	25%	0%	0%	25%
0%	0%	50%	0%	0%	0%	0%	0%	50%

0%	0%	0%	0%	0%	0%	0%	0%	5%
0%	0%	0%	0%	0%	0%	0%	0%	30%
0%	0%	0%	0%	0%	0%	0%	0%	25%
0%	0%	0%	0%	0%	0%	0%	0%	25%
0%	0%	0%	0%	0%	0%	0%	0%	25%

9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
8%	8%	8%	8%	8%	8%	8%	8%	8%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%
9%	9%	9%	9%	9%	9%	9%	9%	9%


5%	3%	4%	0%	3%	1%	1%	1%	12%
31%	10%	2%	1%	6%	1%	0%	15%	19%

12%	12%	12%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%

0%	0%	0%	13%	13%	13%	13%	28%	18%
0%	0%	0%	14%	14%	14%	14%	14%	14%





8%	8%	8%	8%	8%	8%	8%	8%	8%
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9%	9%	9%	9%	9%	9%	9%	9%	9%
8%	8%	8%	8%	8%	8%	8%	8%	8%


0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%

0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%


0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%

0%	0%	0%	0%	0%	0%	0%	0%	0%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%


### Ánimo City of Champions

ACCT	Account
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	FY25	FY26	FY27	FY28	FY29	FY30
1. <b>Operating Expenses</b>						
2. <b>Operating Income</b>						
3. <b>Non-Operating Income</b>						
4. <b>Income Before Income Taxes</b>						
5. <b>Income Tax Expense</b>						
6. <b>Net Income</b>						
7. <b>Other Comprehensive Income</b>						
8. <b>Comprehensive Income</b>						
9. <b>Retained Earnings</b>						
10. <b>Dividends</b>						
11. <b>Net Change in Retained Earnings</b>						
12. <b>Retained Earnings, End of Period</b>						
13. <b>Other Equity</b>						
14. <b>Equity, End of Period</b>						
15. <b>Debt</b>						
16. <b>Debt, End of Period</b>						
17. <b>Assets</b>						
18. <b>Assets, End of Period</b>						

ACCT	Account		FY25	FY26	FY27	FY28	FY29	FY30		FY25	FY26	FY27	FY28	FY29	FY30
REVENUES															
State Apportionments															
0.82	8011-0000	Revenue Limit LCFF State Aid - Current Year	3,957,695	4,419,869	5,430,486	6,335,968	7,118,472	7,319,593		14,304	14,723	15,209	15,678	16,148	16,552
	8011-0001	Revenue Limit LCFF State Aid - Current Year	-							-	-	-	-	-	-
0.01	8012-1400	Education Protection Account (EPA)	55,928	62,459	76,741	89,536	100,594	103,436		202	208	215	222	228	234
	8019-0000	LCFF State Aid - Prior Year	-							-	-	-	-	-	-
	8019-0001	LCFF Revenue - Prior Year Adj	-							-	-	-	-	-	-
	8019-1400	Revenue Limit State Aid - Prior Years - Education Protection	-							-	-	-	-	-	-
	8096-0002	In-lieu Property Taxes	-							-	-	-	-	-	-
17	8096-0000	In-lieu Property Taxes	798,933	892,231	1,096,243	1,279,031	1,436,994	1,477,594		2,888	2,972	3,070	3,165	3,260	3,341
0	8096-0000-8097	In-Lieu Property Taxes - Prior Year	-							-	-	-	-	-	-
0	8096-8097-0000	IDEA Discretionary	-							-	-	-	-	-	-
0	8096-0005	In-lieu Property Taxes - Prior Year ADJ	-							-	-	-	-	-	-
0	8590-7399	LCFF - Equity Multiplier	-							-	-	-	-	-	-
State Apportionments			4,812,556	5,374,560	6,603,470	7,704,536	8,656,060	8,900,623		17,394	17,904	18,494	19,064	19,636	20,127
Other Per-Pupil Driven Revenue															
	8550-0000	Mandate Block Grant	15,428	17,074	20,714	23,914	26,607	27,225		56	57	58	59	60	62
	8560-1100	Lottery: Unrestricted	48,972	54,197	65,751	75,911	84,458	86,421		177	181	184	188	192	195
	8560-6300	Lottery: Instructional Materials	19,921	22,046	26,746	30,879	34,356	35,154		72	73	75	76	78	79
	8560-8561-1100	State Lottery Revenue - Unrestricted	-	-	-	-	-	-		-	-	-	-	-	-
	8560-8561-6300	State Lottery Revenue - Instructional Materials	-	-	-	-	-	-		-	-	-	-	-	-
	8560-1100-8561	State Lottery Revenue - Unrestricted - Prior Year	-	-	-	-	-	-		-	-	-	-	-	-
	8560-6300-8561	State Lottery Revenue - Instructional Materials - Prior Year	-	-	-	-	-	-		-	-	-	-	-	-
Other Per-Pupil Driven Revenue			84,321	93,317	113,211	130,704	145,421	148,800		305	311	317	323	330	336
Special Education															
	8181-3310	Federal Special Ed: IDEA	41,447	45,868	55,647	64,246	71,479	73,140		150	153	156	159	162	165
	8182-3305	Special Ed: ARP IDEA	-	-	-	-	-	-		-	-	-	-	-	-
	8311-6512	Special Education Mental Health Services - Other State Revenue	-	-	-	-	-	-		-	-	-	-	-	-
	8311-6536	Special Education AB Other State Apportionments	-	-	-	-	-	-		-	-	-	-	-	-
	8311-6500	State Special Ed	265,521	293,849	356,495	411,580	457,921	468,562		960	979	998	1,018	1,039	1,060
	8311-7801	SPED - Option 3 Professional Development Grant	-	-	-	-	-	-		-	-	-	-	-	-
	8311-7801-7810	KIT - Food Service Staff Training - 7029 8520	-	-	-	-	-	-		-	-	-	-	-	-
	8311-7802-7810	Special Ed: Dispute Prevention - 6537 8311	-	-	-	-	-	-		-	-	-	-	-	-
	8311-7804-7810	SPED - Option 3 Program Development Grant	-	-	-	-	-	-		-	-	-	-	-	-
	8311-6537	Special Education Learning Recovery Support	-	-	-	-	-	-		-	-	-	-	-	-
	8311-7802	SPED - Option 3 Technology Grant	-	-	-	-	-	-		-	-	-	-	-	-
	8311-7810-7801	Special Education Option 3 PD - Other State Apportionments	-	-	-	-	-	-		-	-	-	-	-	-
	8311-7810-7802	SPED - Option 3 Program Development Grant	-	-	-	-	-	-		-	-	-	-	-	-
	8590-6512	State Special Ed: Mental Health	-	-	-	-	-	-		-	-	-	-	-	-
	8980-0000	Transfer Revenue from Unrestricted Sources	-	-	-	-	-	-		-	-	-	-	-	-
Special Education			306,968	339,718	412,142	475,825	529,400	541,702		1,109	1,132	1,154	1,177	1,201	1,225
Federal															
	8290-0000	All Other Federal Revenue	-	-	-	-	-	-		-	-	-	-	-	-

8290-0010	Federal ROTC	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-0011	Federal AP Test Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3010	Federal Title I	120,941	133,844	162,378	187,468	208,576	213,423	437	446	455	464	473	483		
8290-3182	All Other Federal Revenue \ CSI	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3220	All Other Federal Revenue - LLMF CR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3410	DOR: Workability II, Transition Partnership	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8181-3410	Dept of Rehab: Workability II, Trans Ptnrs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-4035	Federal Title II	13,376	14,803	17,959	20,734	23,068	23,604	48	49	50	51	52	53		
8290-4127	Federal Title IV: Part A	10,000	11,067	13,426	15,501	17,246	17,647	36	37	38	38	39	40		
8290-4203	Federal Title III, LEP	6,403	7,086	8,597	9,925	11,043	11,299	23	24	24	25	25	26		
8290-5810-5819	School Based Mental Health CA FY23 US DOE - 5810 8290	128,851	187,642	187,642	-	-	-	466	625	526	-	-	-	-	-
8290-5819-5810	ESSER 3 SEA Reserve-Learning Loss - 3219 8290	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-5870-5810	Turnaround Action Grant 2.0 - 5810 8290	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Federal</b>		<b>279,571</b>	<b>354,442</b>	<b>390,002</b>	<b>233,628</b>	<b>259,933</b>	<b>265,974</b>	1,010	1,181	1,092	578	590	601		
<b>COVID Funding</b>															
8290-3210	CARES ACT - ESSER I	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3212	CARES ACT - ESSER II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3213	CARES ACT - ESSER III	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3214	CARES ACT - ESSER III - Set Aside	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3215	All Other Federal Revenue - GEER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3216	ESSER II SEA Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3217	GEER II	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3218	ESSER III SEA Reserve-Emergency Needs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-3219	ESSER III SEA Reserve-Learning Loss	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-5634	ARP-HCY 2 - 5634 8290	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-5810	Pandemic EBT	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-5819	School Based Mental Health CA FY23 US DOE - 5810 8290	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-5870	LACOE ELC COVID Award	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-2600	Expanded Learning Opportunities Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7420	Learning Loss Mitigation - General Fund (LLM - GF)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7422	In Person Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7425	Expanded Learning Opportunity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7426	Expanded Learning Opportunity - Paraprofessional	273	-	-	-	-	-	1	-	-	-	-	-	-	-
8590-7388	All Other State Revenue - SB 117 COVID-19 LEA Response	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>COVID Funding</b>		<b>273</b>	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>Other State</b>															
8590-0000	All Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-2600	Expanded Learning Opportunities Program - 2600 8590	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-6230	California Clean Energy Jobs Act	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-6266	Educator Effectiveness Block Grant	14,690	35,619	-	-	-	-	53	119	-	-	-	-	-	-
8590-6334	CCSC Grant	267,943	231,221	231,221	231,221	-	-	968	770	648	572	-	-	-	-
8590-6388	Strong Workforce Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-6546	Mental Health-Related Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-6762	Arts, Music, & Instructional Materials Discretionary Block Grant	92,359	42,197	-	-	-	-	334	141	-	-	-	-	-	-
8590-6770	Arts and Music in Schools (AMS)-Funding Guarantee and Access	62,611	64,489	66,424	68,417	70,469	72,583	226	215	186	169	160	164		
8590-7339	Dual Enrollment Opportunities College and Career Access Program	44,741	25,126	25,126	-	-	-	162	84	70	-	-	-	-	-
8590-7412	A-G Completion Grant	93,661	3,451	-	-	-	-	339	11	-	-	-	-	-	-
8590-7413	A-G Grant 2	27,414	40,850	-	-	-	-	99	136	-	-	-	-	-	-
8590-7435	Learning Recovery Emergency Block Grant - Other State Revenue	166,533	-	-	-	-	-	602	-	-	-	-	-	-	-

8590-7510	LPSBG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7690	On Behalf	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7810	Ethnic Studies Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7810-7812	Ethnic Studies Block Grant - 7810 8590	8,769	-	-	-	-	-	-	-	32	-	-	-	-	-	-
8590-7812-7810	A-G Learning Loss - 7413 8590	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State		778,721	442,954	322,771	299,638	70,469	72,583			2,815	1,476	904	741	160	164	
Grants & Other																
8290-4124	Federal 21st Century High School Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290-5813	Replication and Expansion Grant 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-6010	State ASES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7802	All Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590-7803	All Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-0050	Contributions without restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9025	Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9023	Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-9012	Grants - Ballmer Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9030	Contributions: Ambassador Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9033	Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9129	JK living	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9031	Good Sports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9047	Drown	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9028	Pete Taylor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9039	Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9056	Stuart Foundation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9057	Peter Taylor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9037	Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9038	Contributions - Windsong	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9042	Grants - J.K.Livin Foundation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693-9043	ModelFlex - Broad	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9044	Grants - Gates UPAS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9048	Grants - Schwab	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693-0000	Temporarily Restricted Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693-9006	Contributions with restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693-9025	Contributions with restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693-9032	Contributions with restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9036	Contributions - Model Flex 1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9043	Contributions - Model Flex 2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-9013	Grants - Great Public Schools Now	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-9028	Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660-0000	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660-7710	Interest - State School Facilities Project	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-0000	Contributions: Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9006	Contributions: Restricted Funding-Misc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690-9305	Contributions: Ambassador Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-0000	Grants Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-0050	Grants - Broad Foundation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-9006	Grants - Restricted Funding-Misc	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-9007	Grants - Wells Fargo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692-9129	Grants - J.K.Livin Foundation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8693-9052	Great Public Schools Now	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-8695-0000	Related Party Shared Service Revenue - Intracompany	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	8699-9010- CAL	CalShape	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9071	Modelflex - Windsong	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9023	Alexis Rappaport Opportunity Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9023-9010	ModelFlex - Broad	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9025	Gates: CA Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9030	Coro	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9305	Ambassador Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9038	Modelflex - Windsong	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9039	Peter Taylor FY20	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9039-9010	Alexis Rappaport Opportunity Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9043	ModelFlex - Broad	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9043-9010	Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9060	CalSHAPE - 9010 8699	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9060-9010	Related Party Additional Services - Intercompany	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9066	High Impact Tutoring CA FY23 Accelerate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9066-9010	Related Party Grant - Intracompany	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-0000-8687	Related Party Additional Services - Intercompany	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9082	ECMC FAFSA Student Support - 9010 8699 9082	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9129-9010	High Impact Tutoring CA FY23 Accelerate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9305-9010	Ambassador Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9999-9010	J.K.Livin Foundation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9023	Alexis Rappaport Opportunity Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9075	Peter Taylor FY24	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9077	Broad ModelFlex FY24 - 9010 8699 9077	103,200	29,608	-	-	-	-	373	99	-	-	-	-	-	-
	8699-9010-9078	Ballmer Black Student Success FY24 - 9010 8699 9078	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9129	J.K.Livin Foundation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010-9999	Restricted Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Grants & Other	103,200	29,608	-	-	-	-	373	99	-	-	-	-	-	-
		Facilities Reimburement														
	8290-5812	Federal Charter Schools Facility Incentive	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No	8590-6030	State CS Facility Lease	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Facilities Reimburement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Other														
	8650-0000	Leases and Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8660-6500	Interest - Special Ed: AB602	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-0000-0003	Register Under (Over) for Cash Sales - 0000 8699	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-3-0000	Register Under (Over) for Cash Sales - 0000 8699	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9011	Think Outside the Dot Grant - CA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9036	Balmer FY21-23	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8701-9006	Net assets released from restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8701-9025	Net assets released from restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8701-9032	Net assets released from restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8702-9006	Contra - Net assets released from restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8702-9025	Contra - Net assets released from restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8702-9032	Contra - Net assets released from restriction	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8703-0050	Net assets released from restriction: Management Designate	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8704-0050	Contra - Net assets released from restriction: Management D	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8699-9010	K-12 Vouchers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	8979-0000	All Other Financing Sources - Tax Exempt Bond Tracking	-	-	-	-	-	-	-	-	-	-	-	-	-	-

8980-6500	Think Outside the Dot RFP Internal Grant - CA	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Other</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Intercompany</b>														
8650-0000-0004	Intercompany Rent Related Income - 0000 8650	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-0000	All Other Local Revenue	68,862	425,000	-	-	-	-	-	249	1,416	-	-	-	-
8699-0000-0000	Misc Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-3-0000	Register Under (Over) for Cash Sales - 0000 8699	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-8687-AA-0000	Gain/Loss from Disposal of Land and Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-8688-AA-0000	School Site Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-8685-AA-0000	Related Party Shared Service Revenue - Intracompany	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-8687-AB-0000	Related Party Additional Services - Intercompany	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-0000-8685	Related Party Shared Service Revenue - Intracompany	-	-	-	-	-	-	-	-	-	-	-	-	-
8699-0000-8688	Related Party Grant - Intracompany	-	-	-	-	-	-	-	-	-	-	-	-	-
8685-0000	Shared Service Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8686-0000	Related Party Donated Services	-	-	-	-	-	-	-	-	-	-	-	-	-
8687-0000	Contracted Services Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>Intercompany</b>	<b>68,862</b>	<b>425,000</b>	-	-	-	-	-	<b>249</b>	<b>1,416</b>	-	-	-	-
<b>Food Nutrition</b>														
8220-5310	Federal Reimbursement - Child Nutrition	86,290	95,496	115,855	133,756	148,816	152,274		312	318	324	331	338	344
8520-5310	State Reimbursement - Child Nutrition	39,636	43,865	53,216	61,439	68,357	69,945		143	146	149	152	155	158
8220-5316	Child Nutrition School Programs - COVID CARES Act	-	-	-	-	-	-		-	-	-	-	-	-
8220-5320	Federal Reimbursement - Child Nutrition: CCFP	-	-	-	-	-	-		-	-	-	-	-	-
8520-5380	State Reimbursement - Child Nutrition: School Breakfast Star	-	-	-	-	-	-		-	-	-	-	-	-
8634-5310	Food Service Sales - Child Nutrition	-	-	-	-	-	-		-	-	-	-	-	-
8520-7028	KIT - Infrastructure Upgrades - 7028 8520	-	-	-	-	-	-		-	-	-	-	-	-
8520-7029	KIT - Food Service Staff Training - 7029 8520	-	-	-	-	-	-		-	-	-	-	-	-
8520-7032	KIT - 2022 Kitchen Infrastructure and Training Funds - 7032 8520	-	-	-	-	-	-		-	-	-	-	-	-
	<b>Food Nutrition</b>	<b>125,926</b>	<b>139,361</b>	<b>169,071</b>	<b>195,195</b>	<b>217,173</b>	<b>222,219</b>		<b>455</b>	<b>464</b>	<b>474</b>	<b>483</b>	<b>493</b>	<b>503</b>
<b>Fundraising</b>														
8694-0000	Student Body Fundraising	-	-	-	-	-	-		-	-	-	-	-	-
8695-0000	School Site Fundraising	-	-	-	-	-	-		-	-	-	-	-	-
8696-0000	School Site Fundraising - School Supplies	-	-	-	-	-	-		-	-	-	-	-	-
8699-1000	School Site Fundraising	-	-	-	-	-	-		-	-	-	-	-	-
8698-0000	School Site Fundraising - Parent Booster	-	-	-	-	-	-		-	-	-	-	-	-
8699-0000-8695	School Site Fundraising	32,000	32,640	36,622	40,750	45,029	47,696		116	109	103	101	102	108
	<b>Fundraising</b>	<b>32,000</b>	<b>32,640</b>	<b>36,622</b>	<b>40,750</b>	<b>45,029</b>	<b>47,696</b>		<b>116</b>	<b>109</b>	<b>103</b>	<b>101</b>	<b>102</b>	<b>108</b>
	<b>Total Revenues</b>	<b>6,592,397</b>	<b>7,231,599</b>	<b>8,047,289</b>	<b>9,080,276</b>	<b>9,923,486</b>	<b>10,199,598</b>		<b>23,827</b>	<b>24,090</b>	<b>22,538</b>	<b>22,468</b>	<b>22,511</b>	<b>23,064</b>
<b>EXPENDITURES</b>														
<b>Certificated Salaries</b>														
1100	Certificated Teachers' Salaries	1,853,078	1,908,671	2,162,524	2,429,891	2,711,353	2,900,105		92,654	95,434	98,297	101,245	104,283	107,411
1200	Certificated Pupil Support Salaries	165,316	170,275	175,384	180,645	186,065	191,647		82,658	85,138	87,692	90,323	93,032	95,823
1300	Certificated Supervisors' and Administrators' Salaries	275,232	283,489	291,993	410,418	422,731	435,413		125,197	128,953	132,821	136,806	140,910	145,138
1900	Other Certificated Salaries	218,597	225,155	231,909	238,867	246,033	253,414		99,435	102,418	105,491	79,622	82,011	84,471

<b>Certificated Salaries</b>		<b>2,512,223</b>	<b>2,587,590</b>	<b>2,861,810</b>	<b>3,259,821</b>	<b>3,566,181</b>	<b>3,780,578</b>	<b>75,788</b>	<b>78,062</b>	<b>81,422</b>	<b>85,911</b>	<b>91,572</b>	<b>94,647</b>
<b>Certificated Stipends and Bonuses</b>		<b>50,640</b>	<b>52,159</b>	<b>59,096</b>	<b>66,403</b>	<b>74,094</b>	<b>79,253</b>	<b>1,528</b>	<b>1,574</b>	<b>1,681</b>	<b>1,750</b>	<b>1,903</b>	<b>1,984</b>
<b>Substitute Services</b>		<b>130,386</b>	<b>133,026</b>	<b>149,292</b>	<b>166,163</b>	<b>183,656</b>	<b>194,584</b>	<b>3,933</b>	<b>4,013</b>	<b>4,248</b>	<b>4,379</b>	<b>4,716</b>	<b>4,871</b>
<b>Classified Salaries</b>													
2100	Classified Instructional Salaries	40,986	42,216	43,482	44,787	46,130	47,514	40,986	42,216	43,482	44,787	46,130	47,514
2200	Classified Support Salaries	316,853	326,358	336,149	346,234	285,297	293,855	63,371	65,272	67,230	69,247	71,324	73,464
2300	Classified Supervisors' and Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical, Technical, and Office Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2900	Other Classified Salaries	23,407	24,109	24,832	25,577	26,345	27,135	52,718	54,300	55,929	57,607	59,335	61,115
<b>Classified Salaries</b>		<b>381,246</b>	<b>392,683</b>	<b>404,464</b>	<b>416,598</b>	<b>357,771</b>	<b>368,505</b>	<b>11,501</b>	<b>11,846</b>	<b>11,507</b>	<b>10,979</b>	<b>9,187</b>	<b>9,226</b>
<b>Classified Stipends and Bonuses</b>													
2105	Classified Instructional Bonuses	-	-	-	-	-	-	-	-	-	-	-	-
2110	Classified Instructional Overtime	2,049	2,111	2,174	2,239	2,307	2,376	2,049	2,111	2,174	2,239	2,307	2,376
2130	Classified Instructional Stipends	-	-	-	-	-	-	-	-	-	-	-	-
2135	Classified Instructional Other Pay	-	-	-	-	-	-	-	-	-	-	-	-
2205	Classified Support Bonuses	-	-	-	-	-	-	-	-	-	-	-	-
2210	Classified Support Overtime	2,049	2,111	2,174	2,239	1,845	1,901	410	422	435	448	461	475
2230	Classified Support Stipends	-	-	-	-	-	-	-	-	-	-	-	-
2235	Classified Support Other Pay	-	-	-	-	-	-	-	-	-	-	-	-
2330	Classified Supervisors' and Administrators' Stipends	-	-	-	-	-	-	-	-	-	-	-	-
2335	Classified Supervisors' and Administrators' Other Pay	-	-	-	-	-	-	-	-	-	-	-	-
2305	Classified Supervisors' and Administrators' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-
2405	Clerical, Technical, and Office Staff Bonuses	-	-	-	-	-	-	-	-	-	-	-	-
2410	Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-	-	-	-	-	-
2430	Clerical, Technical, and Office Staff Stipends	-	-	-	-	-	-	-	-	-	-	-	-
2435	Clerical, Technical, and Office Staff Other Pay	-	-	-	-	-	-	-	-	-	-	-	-
2905	Other Classified Bsnsues	-	-	-	-	-	-	-	-	-	-	-	-
2910	Other Classified Overtime	1,599	1,647	1,696	1,747	1,800	1,854	3,601	3,709	3,821	3,935	4,053	4,175
2930	Other Classified Stipends	44,000	45,320	46,680	48,080	49,522	51,008	99,099	102,072	105,134	108,288	111,537	114,883
2935	Other Classified Other Pay	-	-	-	-	-	-	-	-	-	-	-	-
2931	Athletics Stipends	-	-	-	-	-	-	-	-	-	-	-	-
<b>Classified Stipends and Bonuses</b>		<b>49,698</b>	<b>51,189</b>	<b>52,724</b>	<b>54,306</b>	<b>55,474</b>	<b>57,138</b>	<b>1,499</b>	<b>1,544</b>	<b>1,500</b>	<b>1,431</b>	<b>1,424</b>	<b>1,430</b>
<b>Summer School/Bridge</b>													
1117	Summer: Cert. Teachers' Salaries	15,000	15,450	17,505	19,669	21,947	23,475	750	773	796	820	844	869
1217	Summer: Cert. Pupil Support Salaries	2,880	2,966	3,055	3,147	3,241	3,339	1,440	1,483	1,528	1,574	1,621	1,669
1917	Certificated Pupil Support Other Pay	-	-	-	-	-	-	-	-	-	-	-	-
2117	Summer: Class. Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-
2217	Summer: Classified Support Salaries	-	-	-	-	-	-	-	-	-	-	-	-
<b>Summer School/Bridge</b>		<b>17,880</b>	<b>18,416</b>	<b>20,560</b>	<b>22,816</b>	<b>25,189</b>	<b>26,814</b>	<b>539</b>	<b>556</b>	<b>585</b>	<b>601</b>	<b>647</b>	<b>671</b>
<b>Certificated &amp; Classified Benefits</b>													
3101	State Teachers' Retirement System, certificated positions	490,630	504,192	557,893	635,309	695,293	737,228	18,373	18,881	19,436	20,169	20,755	21,369
3102	State Teachers' Retirement System, classified positions	15,280	-	-	-	-	-	572	-	-	-	-	-
3201	Public Employees' Retirement System, certificated positions	-	-	-	-	-	-	-	-	-	-	-	-
3202	Public Employees' Retirement System, classified positions	81,487	108,381	113,250	121,646	104,469	107,603	12,645	16,819	17,574	18,877	19,190	19,765
3301	OASDI/Medicare/Alternative, certificated positions	37,421	38,543	42,651	48,561	53,149	56,356	1,401	1,443	1,486	1,542	1,587	1,634
3302	OASDI/Medicare/Alternative, classified positions	29,165	33,956	34,975	36,024	31,613	32,562	4,526	5,269	5,428	5,590	5,807	5,981

3401	Health & Welfare Benefits, certificated positions	-	-	-	-	-	-	-	-	-	-	-	-
3411	Health & Welfare Benefits, certificated positions	235,054	246,806	278,556	320,975	358,422	387,577	8,802	9,242	9,704	10,190	10,699	11,234
3412	Health & Welfare Benefits, classified positions	47,371	49,740	56,138	64,687	72,234	78,110	7,351	7,719	8,712	10,038	13,269	14,348
3501	State Unemployment Insurance, certificated positions	10,682	10,788	11,712	12,982	13,944	14,504	400	404	408	412	416	420
3502	State Unemployment Insurance, classified positions	2,578	2,603	2,826	3,133	3,365	3,500	400	404	439	486	618	643
3601	Workers' Compensation Insurance, certificated positions	26,502	26,582	32,356	40,188	47,651	50,526	992	995	1,127	1,276	1,422	1,465
3602	Workers' Compensation Insurance, classified positions	4,309	4,439	5,029	5,651	5,372	5,533	669	689	780	877	987	1,016
3901	Other Benefits, certificated positions	-	-	-	-	-	-	-	-	-	-	-	-
3902	Other Benefits, classified positions	-	-	-	-	-	-	-	-	-	-	-	-
Certificated & Classified Benefits		980,479	1,026,031	1,135,387	1,289,156	1,385,513	1,473,500	29,579	30,953	32,303	33,975	35,577	36,889
Total Personnel Costs		4,122,551	4,261,094	4,683,334	5,275,263	5,647,879	5,980,370	124,368	128,548	133,247	139,028	145,026	149,719
Books, Educational Materials & Supplies													
4100	Textbooks and Core Curricula Materials	92,359	102,212	122,974	140,481	156,298	156,298	302	308	317	324	330	329
4200	Books and Other Reference Materials	-	-	-	-	-	-	-	-	-	-	-	-
4310	Testing and Exam Supplies	18,000	19,920	23,967	27,379	30,461	30,461	59	60	62	63	64	64
Books, Educational Materials & Supplies		110,359	122,133	146,941	167,859	186,759	186,759	361	368	379	387	394	393
Office Supplies													
4300	Materials and Supplies	204,521	144,237	88,585	86,896	59,239	59,239	668	434	229	200	125	125
4700	Food used for Student Meals (Breakfast, Lunch, Dinner)	-	-	-	-	-	-	-	-	-	-	-	-
4305	Fundraising Materials and Supplies	-	-	-	-	-	-	-	-	-	-	-	-
4307	Printing & Copying	10,800	11,952	14,380	16,427	18,277	18,277	35	36	37	38	39	38
5905	Postage	-	-	-	-	-	-	-	-	-	-	-	-
Office Supplies		215,321	156,189	102,965	103,323	77,516	77,516	704	470	266	238	164	163
Employee Related													
4320	Non School District Food	14,604	14,896	15,611	15,190	12,902	12,902	48	45	40	35	27	27
5200	Travel, Employee	15,655	15,968	13,670	15,053	15,759	15,759	51	48	35	35	33	33
5206	Parking	-	-	-	-	-	-	-	-	-	-	-	-
5207	Meals and Entertainment	-	-	-	-	-	-	-	-	-	-	-	-
5210	Conferences and Development Fees and Registration	-	-	-	-	-	-	-	-	-	-	-	-
5300	Dues and Memberships	11,414	11,642	12,592	13,865	14,515	14,515	37	35	32	32	31	31
Employee Related		41,673	42,506	41,873	44,108	43,176	43,176	136	128	108	102	91	91
Student Related													
5802	Scholarships and College Applications	-	-	-	-	-	-	-	-	-	-	-	-
5809	Event Registration & Admission Fees	33,235	36,781	44,252	50,552	46,583	46,583	109	111	114	116	98	98
5835	Student Transportation	74,300	76,584	92,140	105,257	117,108	117,108	243	231	238	242	247	247
5837	Student Transportation, Events	140,040	113,956	137,103	156,622	91,557	91,557	458	343	354	361	193	193
Student Related		247,575	227,321	273,495	312,431	255,248	255,248	809	685	706	720	539	537
IT Expenses													
4400	Non Capitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-
4308	Non-Capitalized Equipment	30,360	33,600	40,424	46,179	51,379	51,379	99	101	104	106	109	108
4309	Non-Capitalized Equipment > \$1500	-	-	-	-	-	-	-	-	-	-	-	-



4410	Non Capitalized Equipment - IT	-	-	-	-	-	-	-	-	-	-	-	-
5605	Equipment Rental/Lease Expense	12,068	13,355	16,068	18,356	20,422	20,422	39	40	41	42	43	43
5825	Non Educational Computer Software	89,784	99,363	119,546	136,565	151,941	151,941	293	299	308	315	321	320
5827	Student Educational Computer Software	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	17,150	18,980	22,835	26,086	29,023	29,023	56	57	59	60	61	61
5901	Telecommunications - ERATE Credits	-	-	-	-	-	-	-	-	-	-	-	-
7310	Transfers of Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-
IT Expenses		149,362	165,298	198,873	227,185	252,765	252,765	488	498	513	523	534	532
Facilities Occupancy													
4304	Facility Repair/Upkeep - Materials and Supplies	19,000	21,027	25,298	28,900	32,154	32,154	62	63	65	67	68	68
5500	Operations/Housekeeping Services & Supplies	115,403	127,716	153,657	175,533	195,297	195,297	377	385	396	404	412	411
5501	Utilities	29,385	75,000	90,234	103,080	114,686	114,686	96	226	233	237	242	241
5600	School Site Space Rental (Recurring/Contracts)	-	-	-	-	-	-	-	-	-	-	-	-
5600-AB	Building Maintenance - Service Contracts	-	-	-	-	-	-	-	-	-	-	-	-
5614	Other Rent Expense	57,400	63,524	76,427	87,307	83,338	83,338	188	191	197	201	176	175
5614-AA	Intercompany - Space Rental/Lease Expense (non-recurring)	-	-	-	-	-	-	-	-	-	-	-	-
5614-AB	Professional/Consulting Services and Operating Expenses	-	-	-	-	-	-	-	-	-	-	-	-
9444	Building Under Lease Contract	433,333	-	-	-	-	-	1,416	-	-	-	-	-
9444-5600	Rental: Building under lease contract	-	-	-	-	-	-	-	-	-	-	-	-
5601	Building Maintenance - Services and other	59,704	66,074	150,000	225,000	375,000	300,000	195	199	387	518	792	632
5602	Building Maintenance - Service Contracts	50,768	56,184	67,597	77,220	85,914	85,914	166	169	174	178	181	181
5603	Building Maintenance-Information Technology	-	-	-	-	-	-	-	-	-	-	-	-
5606	Parking, Employee (not related to travel)	-	-	-	-	-	-	-	-	-	-	-	-
5615	Parking, Employee (not parking related to travel)	-	-	-	-	-	-	-	-	-	-	-	-
5616	Building Maintenance Supplies	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Occupancy		764,993	409,525	563,213	697,040	886,389	811,389	2,500	1,233	1,453	1,606	1,872	1,708
Services, Other Operating Expenses													
5100	Subagreements for Services	451,775	499,974	601,530	654,296	727,966	727,966	1,476	1,506	1,552	1,507	1,537	1,533
5510	Security Services	142,752	149,889	157,384	165,253	173,515	173,515	467	451	406	381	366	365
5800	Professional/Consulting Services and Operating Expenses	142,111	125,072	140,077	160,019	159,136	159,136	464	377	361	369	336	335
5805	Legal Services	-	-	-	-	-	-	-	-	-	-	-	-
5807	Catering Services	135,098	149,511	179,880	205,489	228,625	228,625	441	450	464	473	483	481
5818	Stipends for Extracurricular Activities	-	-	-	-	-	-	-	-	-	-	-	-
5819	Legal Settlements	-	-	-	-	-	-	-	-	-	-	-	-
7000	Miscellaneous Expense	(42,185)	-	-	-	-	-	(138)	-	-	-	-	-
7050	Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-
Services, Other Operating Expenses		829,550	924,447	1,078,871	1,185,056	1,289,243	1,289,243	2,711	2,784	2,784	2,730	2,723	2,714
Non-Discretionary Expenses													
5400	Insurance	62,887	69,596	83,733	95,653	106,423	106,423	206	210	216	220	225	224
5710	Transfers of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-
5811	Local Special Education Unit Fees	-	-	-	-	-	-	-	-	-	-	-	-
5880	District Oversight Fee	48,126	53,746	66,035	77,045	86,561	86,835	157	162	170	177	183	183
5897	Penalties and Late Fees	-	-	-	-	-	-	-	-	-	-	-	-
5838	Penalties and Late Fees	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	400,000	400,000	400,000	400,000	400,000	-	1,205	1,032	921	845	842
9430	Depreciation - Buildings	-	-	-	-	-	-	-	-	-	-	-	-
9431	Depreciation - Leasehold Improvements	-	-	-	-	-	-	-	-	-	-	-	-
9440	Depreciation - Equipment: Furniture, Fixtures and Equipment	-	204,545	204,545	204,545	204,545	204,545	-	616	528	471	432	431
9441	Depreciation - Equipment: IT	-	-	-	-	-	-	-	-	-	-	-	-
9430-00-S	Depreciation: Furniture, fixtures and equipment	-	-	-	-	-	-	-	-	-	-	-	-
9431-00-S	Depreciation: Equipment - IT	-	-	-	-	-	-	-	-	-	-	-	-



1100  
1200  
1300  
1900

Teachers	20.0	20.0	22.0	24.0	26.0	27.0
Counselors	2.0	2.0	2.0	2.0	2.0	2.0
Administrators	2.2	2.2	2.2	3.0	3.0	3.0
School Psych/SEPA/CS	2.5	2.5	2.5	2.5	2.5	2.5

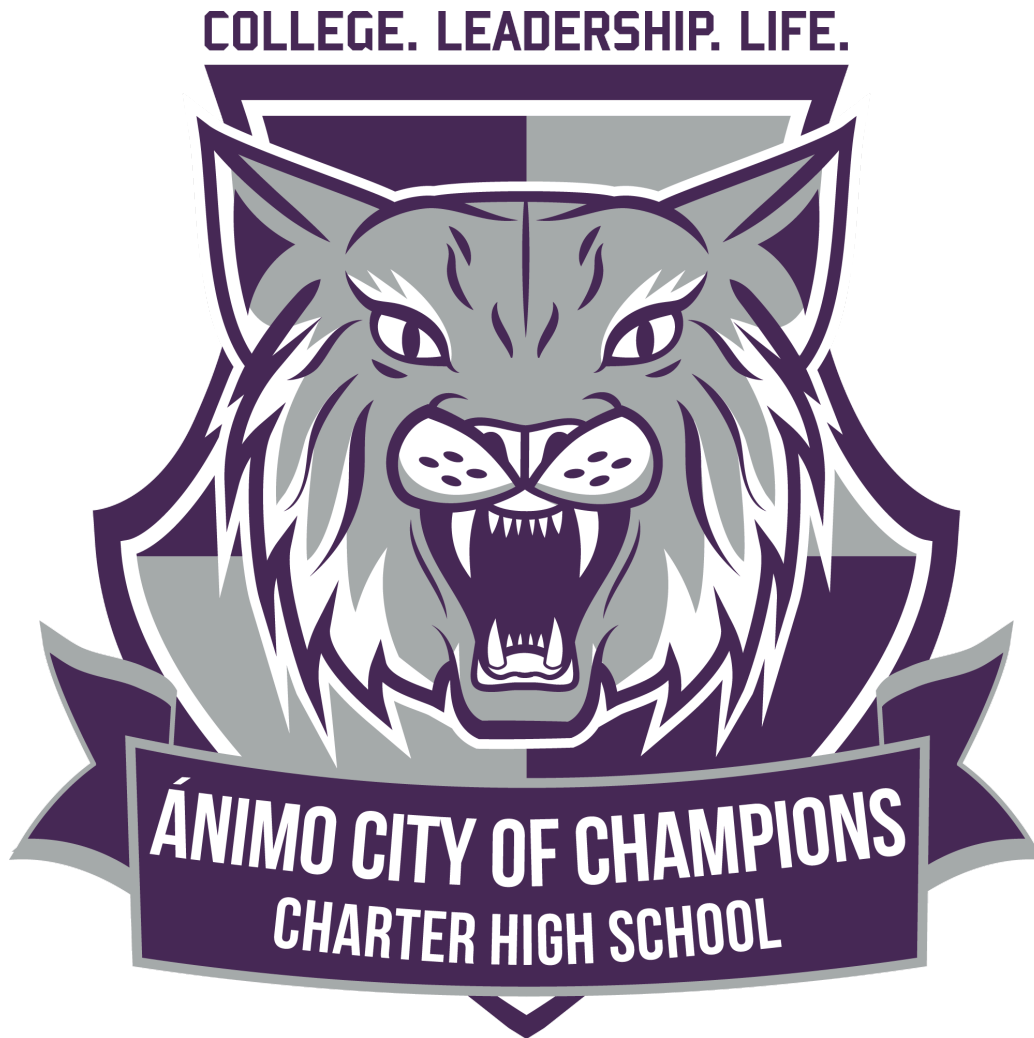
2100  
2200  
2300  
2400  
2900

<b>Classified</b>	<b>6.4</b>	<b>6.4</b>	<b>6.4</b>	<b>6.4</b>	<b>5.4</b>	<b>5.4</b>
SPED Aide/Instructional Aide	1.0	1.0	1.0	1.0	1.0	1.0
Office Staff	5.0	5.0	5.0	5.0	4.0	4.0
Classified Salaried	-	-	-	-	-	-
Classified Hourly	-	-	-	-	-	-
Campus Security Officer	0.4	0.4	0.4	0.4	0.4	0.4

<b>Revenue</b>	<b>FY25</b>	<b>FY26</b>	<b>FY27</b>	<b>FY28</b>	<b>FY29</b>	<b>FY30</b>
LCFF Per Student	17,394	17,904	18,494	19,064	19,636	20,127
Total Revenue Per Student	23,827	24,090	22,538	22,468	22,511	23,064
Total Revenue	6,592,397	7,231,599	8,047,289	9,080,276	9,923,486	10,199,598

# Ánimo City of Champions Charter High School

A California Public Charter School



Green Dot Public **schools**

July 1, 2020 to June 30, 2028~~5~~

Material Revision Submitted: May 13, 2025

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## Affirmations and Declaration

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Green Dot declares that it shall be deemed the exclusive public school employer of the employees of Ánimo City of Champions for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or ~~of that student’s his or her parents or legal guardian~~ within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades; or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records of requiring a parent, guardian, or student to submit the student's records before enrollment; (c) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School and Green Dot California shall comply with the Public Records Act.
- The Charter School and Green Dot California shall comply with all laws establishing standards of conflicts of interest applicable to charter schools and/or nonprofit public benefit organizations operating charter schools.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The chartering authority will not take any action to impede the Charter School from expanding enrollment to meet pupil demand. (Ed. Code, § 47605, subd. (d~~e~~)(2)(C).)



## Element 1: The Educational Program

### Education Code Section 47605(c)(5)(A)(i)

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

### Education Code Section 47605(c)(5)(A)(ii)

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

### Education Code Section 47605(c)(5)(A)(iii)

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

<b>GENERAL INFORMATION</b>	
1) The contact person for Charter School is:	Cen’Cere Cooks
2) The contact address for Charter School is:	9330 South 8 <sup>th</sup> Avenue Inglewood, CA 90305 <u>until</u> <u>construction on Permanent</u> <u>Facility is complete</u>  <u><b>Permanent Facility:</b> 3405</u> <u>West Imperial Highway, 90303</u> <u>(anticipated move during the</u> <u>2025-26 school year)</u>
3) The contact phone number for Charter School is:	(323) 565-4485
4) The proposed address or target community by Zip Code of Charter School is:	<u><b>Proposed Address:</b> 3405 West</u> <u>Imperial Highway, Inglewood,</u> <u>CA 90303</u>  <u><b>Proposed Zip Codes:</b> 90301 -</u> <u>90312 (Inglewood)</u>
5) The proposed grade configuration of Charter School is:	9 – 12
6) The number of students in Year 1 of the term will be:	400
7) The grade level(s) of the students in Year 1 of the term will be:	9 – 12
8) The scheduled first day of school in the new charter term is:	August 12, 2020
9) The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	<u>475</u> <del>650</del>
10) The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional

11) The bell schedule for Charter School will be:	See Element 1, “Sample Bell Schedule (Daily Schedule)”
12) The term of this charter shall be from:	July 1, 2020 to June 30, 2025, <u>extended by operation of law to June 30, 2028</u>

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

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

Green Dot currently operates 20 successful charter schools, serving 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 City of Champions Charter High School (“Ánimo City of Champions” or “Charter School” or “School”) opened in the fall of 2017 in response to significant community demand. Since its opening, the school has existed to meet the specific needs of the students and community it serves. Ánimo City of Champions provides students in Inglewood with an alternative choice for their high 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 high school, college, leadership and life.

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

#### ***Green Dot’s Core Values***

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

#### ***Green Dot’s Theory of Change***

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

#### ***Green Dot’s Academic Model***

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

### **Results of Existing Schools**

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

### **Graduation and College Acceptance**

Green Dot schools have produced outstanding results: 85% of our graduating seniors were accepted into two-or four-year colleges. The graduation rates from our schools significantly outpace those of the schools where our students would have previously attended.

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

As part of a comprehensive strategy to drive change and to attract and retain high quality teachers, Green Dot has developed a uniquely collaborative relationship with its certificated employee union. Teachers at Green Dot's schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA). Green Dot management and the Asociación 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.

### **Community Need for Charter School**

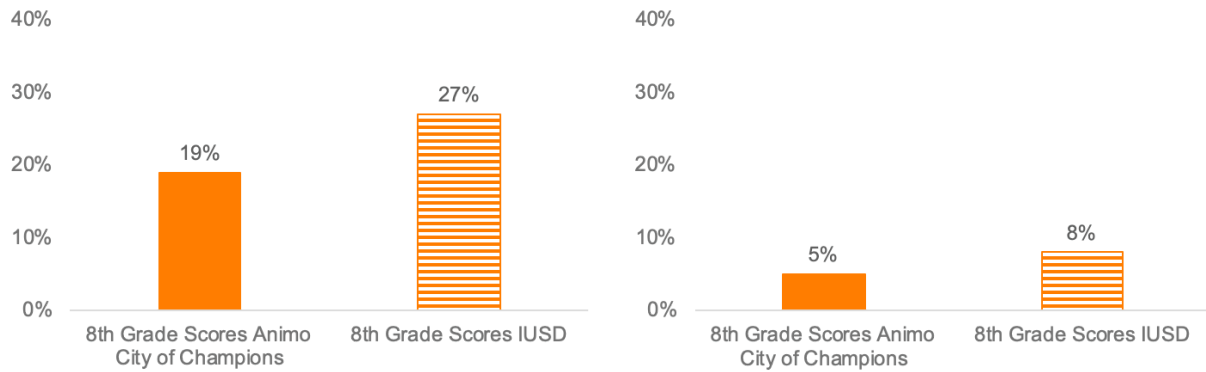
#### **Academic Performance Data and Other Performance Indicators**

The school opened in the 2017-18 school year with 9<sup>th</sup> grade and grew to serve students in 9<sup>th</sup> through 11<sup>th</sup> grades in 2019-20, adding one grade level until the school reaches full scale in 2020-21 serving students in 9<sup>th</sup> through 12<sup>th</sup> grades. As such, data is only available for students who completed 9<sup>th</sup> and 10<sup>th</sup> grade. The school will administer the California Assessment of Student Performance and Progress ("CAASPP") for the first time in the spring of the 2019-20 school year. While Education Code Section 47607(b) only applies to schools that have been in operation for four years or more and Ánimo City of Champions has only operated for two full school years, the school has already shown evidence, including student growth and achievement data, that it is successfully implementing its educational program.

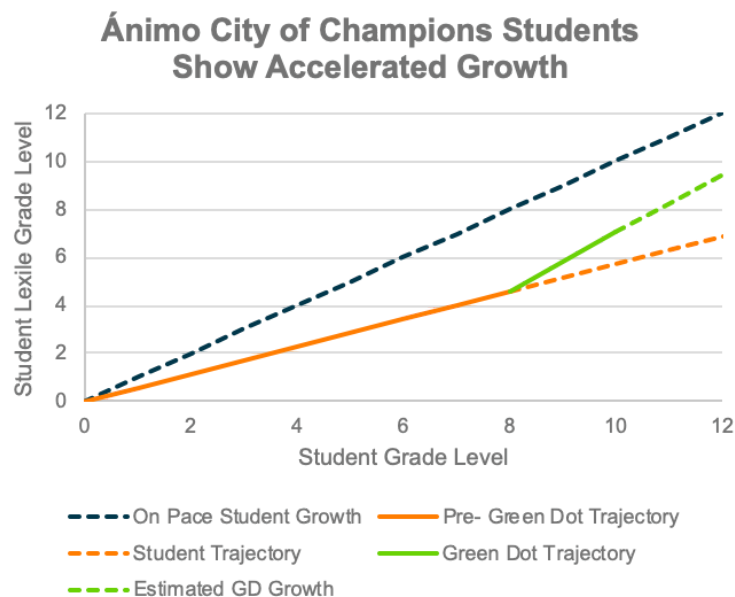
Ánimo City of Champions serves a particularly challenged part of the Inglewood community. 82% of students qualify for free- or reduced-price lunch, with 65% of students qualifying for free lunch. Furthermore, students are entering behind the Inglewood Unified School District average in English Language Arts ("ELA") and Math, with students scoring in the bottom 14% and bottom 11% of proficiency in ELA and Math, respectively. Put in other terms, students enter 9<sup>th</sup> grade at 5<sup>th</sup> and 6<sup>th</sup> grade levels in ELA and Math, respectively.

**2018-19 8<sup>th</sup> Grade (Incoming) SBAC  
ELA - % Met or Exceeded**

**2018-19 8<sup>th</sup> Grade (Incoming) SBAC  
Math - % Met or Exceeded**

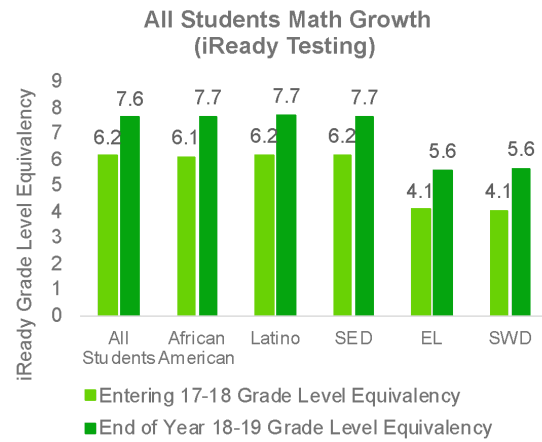
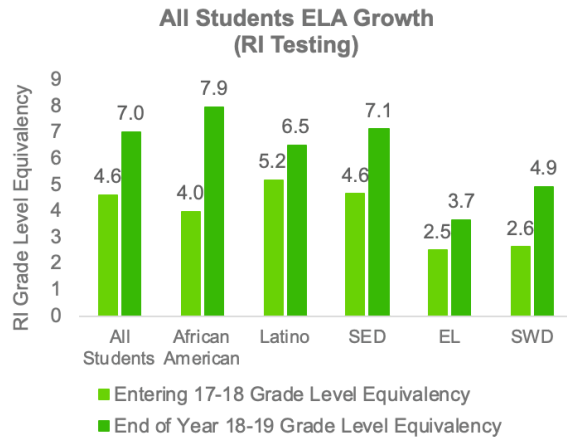


Despite this, students at Ánimo City of Champions have grown significantly in both ELA and Math. Before arriving at Ánimo City of Champions, students were growing approximately 0.6 grade levels per year in literacy. Ánimo City of Champions has accelerated students' learning and nearly doubled the rate of growth to 1.2. grade levels per year, per Reading Inventory, a nationally recognized literacy assessment program. Similar trends are evidence in Math, per i-Ready, a nationally recognized math assessment program.

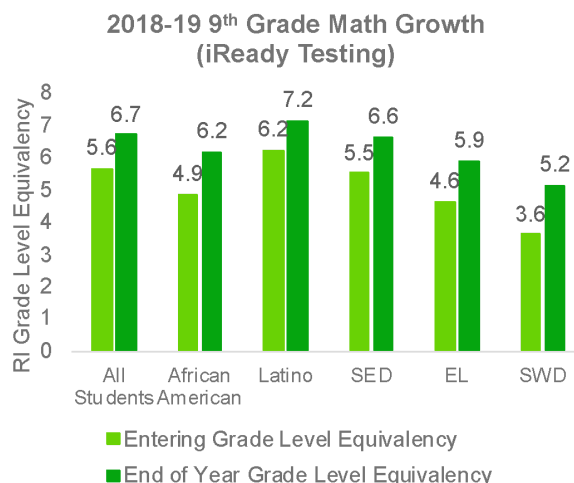
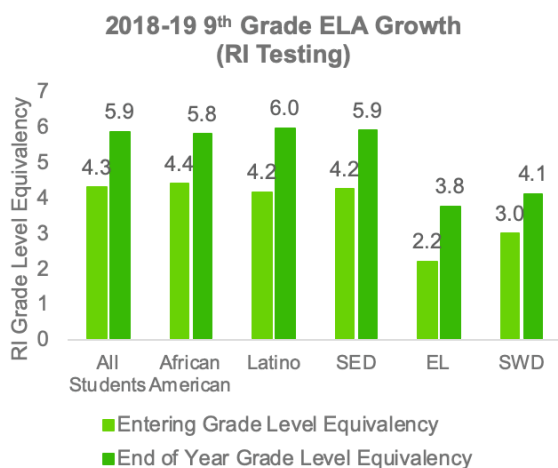


Ánimo City of Champions monitors its student performance across all student groups, with the largest growth evidenced among African American students and Students with Disabilities. This is particularly significant given the correlation between Reading Inventory, i-Ready and CAASPP results.

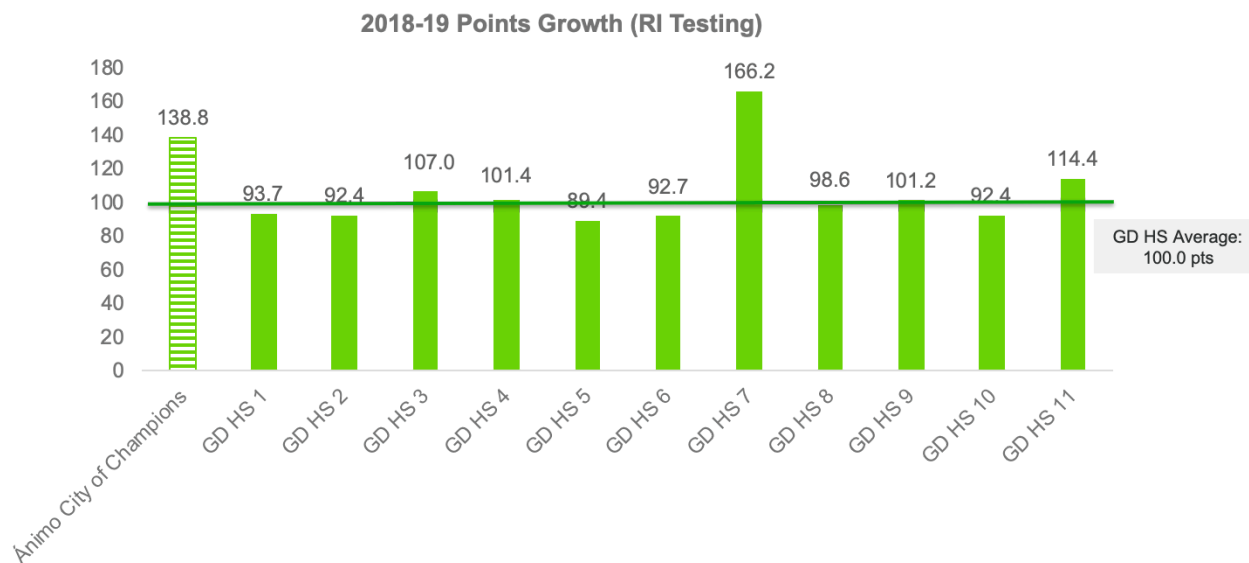
*2017-18 Cohort Results, Literacy and Math*

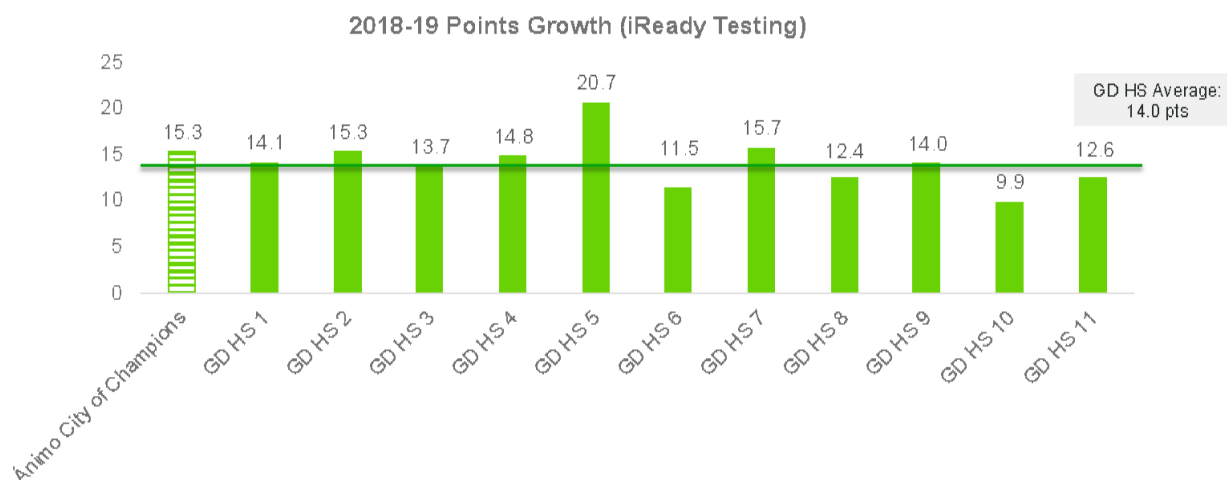


2018-19 Cohort Results, Literacy and Math



Additionally, Ánimo City of Champions benefits from being a part of the Green Dot network, which allows it to access data for schools serving similar student populations. An analysis of Green Dot data showed that, Ánimo City of Champions outperformed the Green Dot average in both Reading Inventory and i-Ready growth. This is particularly impressive given that all of Green Dot's start-up high schools are ranked in the top ten percent of schools each year by the US News and World Report, three are CA Distinguished Schools and three are CA Gold Ribbon Schools. This is further evidence that Ánimo City of Champions is successfully implementing the Green Dot academic model.





Ánimo City of Champions is confident in both its Reading Inventory and i-Ready results given the national norms of growth per year. As shown above, students at Ánimo City of Champions are growing 138.8 lexile points per year. Anticipated growth for students entering at the same lexile level is 86.4 lexile points per year. Similarly, students are growing 15.3 i-Ready scale score points per year. Anticipated growth for students entering at the same quantile level is 11 i-Ready scale score points per year. This evidence from nationally normed assessments further reinforces the success of Ánimo City of Champions' academic model, despite not having administered the CAASPP.

### Reading Inventory Typical Growth Compared to Ánimo City of Champions Growth

School Year	Grade Level	Fall Lexile Zone	Reading Inventory Typical Lexile Growth	Animo City of Champions Scale Score Growth (Average)
2017-2018	9	BR	329.0	450.1
		100L-190L	258.0	176.0
		200L-290L	198.0	0.0
		300L-390L	150.0	271.0
		400L-490L	115.0	102.0
		500L-590L	87.0	219.1
		600L-690L	68.0	146.4
		700L-790L	55.0	99.2
		800L-890L	47.0	107.2
		900L-990L	41.0	76.0
		1000L-1090L	36.0	97.8
		1100L-1190L	30.0	61.0
	9 Total	81.6	137.9	
2017-2018 Total		81.6	137.9	
2018-2019	9	BR	329.0	377.2
		100L-190L		
		200L-290L	198.0	115.0
		300L-390L	150.0	184.3
		400L-490L	115.0	138.8
		500L-590L	87.0	185.3
		600L-690L	68.0	209.2
		700L-790L	55.0	116.6
		800L-890L	47.0	101.7
		900L-990L	41.0	86.3
		1000L-1090L	36.0	131.5
		1100L-1190L	30.0	172.5
	9 Total	85.7	147.7	
	10	BR	364.0	312.0
		100L-190L	287.0	192.0
		200L-290L	223.0	260.7
		300L-390L	170.0	145.0
		400L-490L	130.0	60.5
		500L-590L	102.0	294.5
		600L-690L	82.0	151.0
		700L-790L	69.0	153.3
		800L-890L	60.0	101.0
		900L-990L	55.0	97.3
		1000L-1090L	50.0	69.3
		1100L-1190L	44.0	88.5
		10 Total	86.9	131.8
2018-2019 Total			86.4	138.8

**Table 5.**  
**Average Annual Growth by Smoothed Average Fall Lexile Range**

Fall Lexile Zone	Grade							
	3	4	5	6	7	8	9	10
BR	329L	336L	318L	304L	336L	350L	329L	364L
100L-190L	268L	277L	268L	240L	262L	276L	258L	287L
200L-290L	216L	226L	222L	185L	199L	215L	198L	223L
300L-390L	174L	183L	185L	142L	152L	167L	150L	170L
400L-490L	143L	150L	155L	112L	117L	130L	115L	130L
500L-590L	117L	122L	128L	88L	90L	102L	87L	102L
600L-690L	96L	99L	106L	72L	72L	81L	68L	82L
700L-790L	79L	80L	87L	60L	60L	67L	55L	69L
800L-890L	65L	65L	70L	51L	52L	58L	47L	60L
900L-990L	50L	50L	54L	43L	46L	50L	41L	55L
1000L-1090L	33L	35L	38L	34L	40L	43L	36L	50L
1100L-1190L	12L	20L	21L	23L	32L	35L	30L	44L

**i-Ready Typical Growth Compared to Ánimo City of Champions Growth**

School Year	Grade Level	First Relative Placement	iReady Typical Scale Score Growth	Ánimo City of Champions Scale Score Growth (Average)
2017-2018	9	on level early	9	*
		1 below	9	*
		2 below	10	11.3
		3+ below	12	17.9
		<b>9 Total</b>	<b>11</b>	<b>15.8</b>
<b>2017-2018 Total</b>			<b>11</b>	<b>15.8</b>
2018-2019	9	on level early	9	12.7
		1 below	9	*
		2 below	10	*
		3+ below	12	19.1
		<b>9 Total</b>	<b>11</b>	<b>17.7</b>
	10	on level early	9	*
		1 below	9	5.1
		2 below	10	1.8
		3+ below	12	19.0
		<b>10 Total</b>	<b>11</b>	<b>13.1</b>
<b>2018-2019 Total</b>			<b>11</b>	<b>15.3</b>

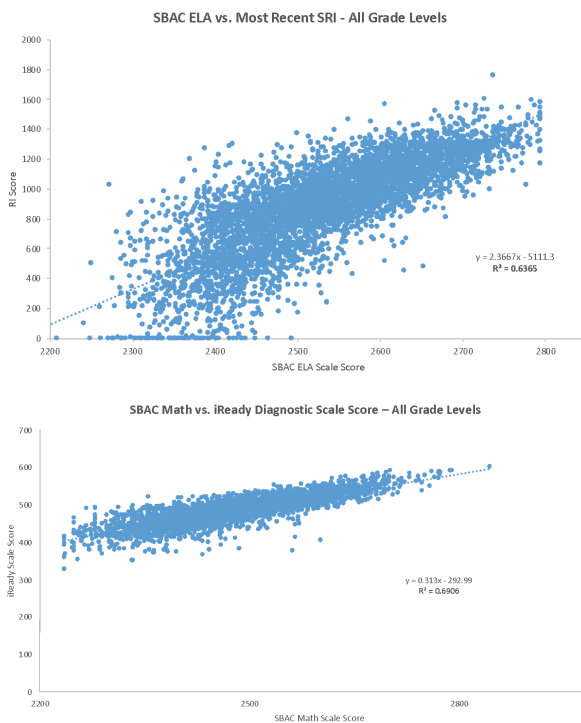
\*Sample size below 10 students not included



### i-Ready Mathematics Growth Measures by Grade and Beginning Placement Level

Fall Diagnostic Placement Level	Mathematics Typical Growth									
	K	1	2	3	4	5	6	7	8	HS
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9	9
One Grade Level Below	32	29	26	26	23	18	14	12	9	9
Two Grade Levels Below	--	36	29	27	23	18	14	13	10	10
Three or More Grade Levels Below	--	--	--	30	24	20	15	13	12	12

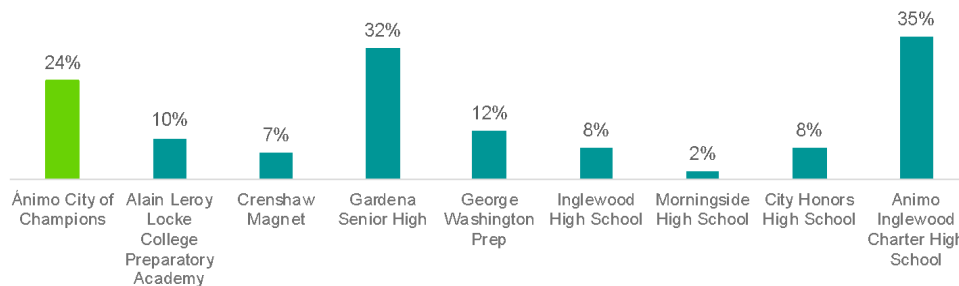
Lastly, the validity of Reading Inventory and i-Ready data is further reinforced through a regression analysis showing the correlation between CAASPP and Reading Inventory and i-Ready, respectively. An analysis based on thousands of pieces of data from both assessments across multiple grade levels show a positive correlation between these two nationally recognized assessments and CAASPP results.



Ánimo City of Champions is committed to serving all students, including English Learners. In the 2019-20 school year, 12% of students at Ánimo City of Champions were classified as English Learners. Ánimo City of Champions has made significant progress with English Learners students. Ánimo City of Champions reclassified 24% of English Learners in the 2018-19 school year, far above the District and State averages of 8% and 14%, respectively. Ánimo City of Champions is also reclassifying English Learners to fully English proficient at a faster rate than its comparison schools as seen in the table below.<sup>1</sup>

<sup>1</sup> Data is from the California Department of Education's website: <https://data1.cde.ca.gov/dataquest/>

2018-19 EL Reclassification Rate



Additionally, Ánimo City of Champions is committed to meeting the needs of students with disabilities. 25% of students at Ánimo City of Champions have an individualized education program, compared to the District average of 14%. The school has expanded its supports for students with disabilities, including the addition of a third special education teacher in the 2019-20 school year. This investment has ensured that students with disabilities are growing at a similar rate to their general education peers. Students with disabilities are growing approximately 1.3 grade levels per year in reading and math, per Reading Inventory and i-Ready.

Furthermore, in an effort to further enhance students' abilities to succeed in college, leadership and life, Ánimo City of Champions 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 City of Champions partners with a number of organizations to provide academic and social-emotional intervention programs, enhance students' college readiness and contribute to the surrounding community. Ánimo City of Champions currently offers 14 after school programs.

Lastly, Ánimo City of Champions references the California Department of Education School Dashboard ("Dashboard") as another metric of success. Since the school has only been in operation for two years, limited performance data is available on the Dashboard. Currently, Ánimo City of Champions has met the standard for the following local indicators: Basics: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. Furthermore, Ánimo City of Champions improved from a "red" to a "yellow" on suspensions on the Dashboard. Considering the current year suspension rate, Ánimo City of Champions is on track to receive a "blue" on the next release of the Dashboard.

Under the new charter renewal criteria, effective on the first day of the charter renewal term, the County shall consider Ánimo City of Champions' schoolwide and subgroup performance on the state and local indicators. (Education Code Section 47607.2(b)(1).) As above, the school has met the standard on local indicators, and showed marked growth on the one state indicator available. Additionally, the Reading Inventory and i-Ready data above present clear and convincing evidence showing measurable increase in academic achievement. (Education Code Section 47607.2(b)(3)(A).)

### ***School Accomplishments***

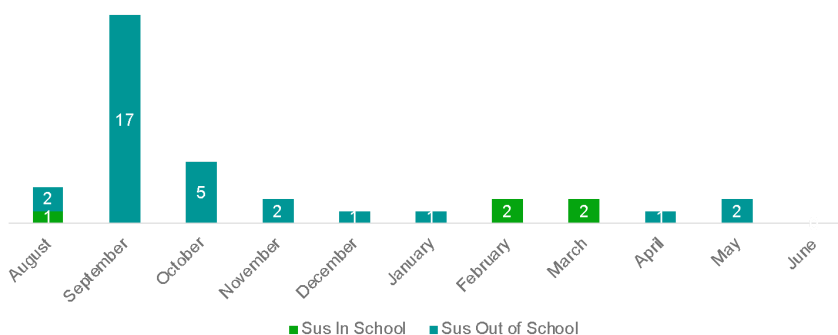
- Ánimo City of Champions celebrates tremendous growth in English Language Arts, with students doubling their rate of growth from 0.6 grade levels per year to 1.2 grade levels per year.
- Ánimo City of Champions exceeded the Green Dot network average in literacy and math growth on Reading Inventory and i-Ready assessments, respectively.

- Ánimo City of Champions has had high average daily attendance rates for the past two years, averaging at 95%. Ánimo City of Champions' average daily attendance rates have been above 90% across all subgroups during its two years of operation.

ADA	2018-19	2017-18
All Students	94%	96%
African American	94%	96%
Latino	93%	96%
Socioeconomically Disadvantaged	94%	96%
English Learners	92%	96%
Students with Disabilities	92%	95%

- Ánimo City of Champions reclassified 24% of English Learners in the 2018-19 school year, far above the District and State averages of 8% and 14%, respectively.
- Ánimo City of Champions is expanding the number of Advanced Placement (“AP”) courses available. In the 2019-20 school year, the school offers AP US History. Beginning in the 2020-21 school year, the school will also offer AP Calculus, AP Literacy, AP Spanish Language and AP US Government.
- Ánimo City of Champions has several programs designed to engage students in college culture, including college field trips, opportunities for dual enrollment in community colleges and annual career days.
- Ánimo City of Champions drastically decreased suspension incidents on the campus throughout the 2018-19 school year and invested in positive behavior supports and alternatives to suspension. A month by month analysis of suspensions at Ánimo City of Champions shows that apart from a singular incident in September 2018 that accounted for 56% of the suspensions in the 2018-19 school year, the school has maintained a positive school culture and low suspension rates.

Ánimo City of Champions Suspensions by Month; 2018-19 School Year



- As of December 15, 2019, Ánimo City of Champions only suspended two students the entirety of the 2019-20 school year and currently has 0.7% suspension rate.

### ***Areas of Challenge***

- Ánimo City of Champions 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 City of Champions will focus on English Language Arts and Math performance for all students. With the Green Dot network's support, Ánimo City of Champions will adopt a new standards-aligned English Language Arts curriculum. Additionally, the school will frequently analyze assessment data and comprehensive professional development for English teachers and

all staff. Green Dot's Math Department has developed a master plan to improve math results with an 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.

- Ánimo City of Champions will continue to work on the vertical alignment of content teams in order to best prepare students for Advanced Placement classes through professional development and department collaboration.
- Ánimo City of Champions will continue to engage the community to ensure that its student population ~~is~~ aligns with the ethnic and racial demographics of the local, school-aged community.
- Ánimo City of Champions will invest in positive behavior supports and alternative behavior supports to maintain low suspension rates. Ánimo City of Champions has already implemented several initiatives to monitor and reduce suspension rates. These include additional *Safe and Civil* trainings for staff members, the development of a Discipline Dashboard that disaggregates data by subgroup, and increased emphasis on school culture in semiannual program reviews and monthly administrator coaching sessions.
- As Ánimo City of Champions grows its enrollment to full scale, its financial condition will continue to improve. To date, Ánimo City of Champions has built reserves over time and is in good financial standing. At full scale, Ánimo City of Champions will offer the full programming outlined in its charter petition and continue to build its reserves.

### **Success of the Innovative Features of the Educational Program**

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

### **Meeting the Specific Needs of its Target Student Population through the School's Educational Program**

Ánimo City of Champions' educational program will successfully meet the needs of its diverse student population. Ánimo City of Champions will provide an alternative education model for the Inglewood community. The small school model will offer additional support and attention for students who would otherwise attend high schools with upwards of 1000 students. Ánimo City of Champions' target community is predominantly comprised of low-income, academically disadvantaged students who will benefit from the supports available at Ánimo City of Champions. Reflective of the city of Inglewood, Ánimo City of Champions serves a diverse student population that may include advanced students, students below grade level, English Learners, and students with disabilities. 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 Interventions.
- For all English Learners, both Designated and Integrated ELD instruction everyday throughout the school day.

- For English Learners and Special Education students, Academic Interventions include programs in Literacy, Math, English Language Development and Special Education
- For students below grade level and Special Education students, programs for students requiring additional enrichment and intervention support, including Literacy Enrichment, Math Foundations, individualized tutoring, classroom push-in and co-teaching models and small strategic groupings
- For all students, an Advisory program to prepare them with the tools and behaviors to succeed in college, leadership and life – covering topics such as: academic preparation, promotion of college awareness, developing strong peer relationships, developing life skills in areas such as resiliency/grit, growth mindset, organization, communication, health/nutrition and personal finance. Advisory programs also allow the school to meet the needs of specific student groups. Schools may develop Advisory programs in partnership with community groups such as See a Man, Be a Man, which runs an Advisory program in partnership with Green Dot California for African American male students.<sup>2</sup> Additionally, Green Dot partners with the Male Success Alliance to support male students of color in their journey to college.<sup>3</sup>
- For students with social-emotional needs, integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- For all students, proactive and positive student behavior management, including various alternatives to suspension
- For advanced students, enrichment opportunities including Honors, Advanced Placement classes and additional elective courses
- For all students, opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- In collaboration with a Special Education Local Plan Agency (“SELPA”), Ánimo City of Champions will offer special education services for students who are identified as having a disability and who meet eligibility to receive education services. The programs are designed to foster a high-quality program for students with special education needs. Additionally, our special education programs cultivate collaboration between general and special education teachers to guarantee that students with disabilities are integrated into the school to the maximum extent possible to allow them full access to all programs.

***Surrounding Schools Demographic Data for 2018-19***

	# of Students 2018-19	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	Latino	African American
Ánimo City of Champions	258	93.0%	18.6%	11.6%	48.1%	50.4%
<b>Comparison Schools</b>						
Alain Leroy Locke College Preparatory Academy	1,393	97.8%	18.8%	29.1%	75.6%	23.5%
Crenshaw Magnet	750	84.3%	21.7%	15.6%	31.3%	66.8%
Gardena Senior High	1,363	86.9%	14.7%	11.2%	67.9%	23.1%
George Washington Prep	814	92.1%	18.8%	19.3%	53.8%	43.6%

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

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

Inglewood High School	830	89.0%	17.6%	23.5%	64.0%	33.0%
Morningside High School	703	88.5%	19.6%	26.6%	69.0%	29.0%
City Honors High School	339	76.4%	8.0%	10.9%	43.4%	54.6%
Ánimo Inglewood Charter High School	632	97.2%	9.3%	8.7%	89.9%	8.4%

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

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

### **Student Population to be Served**

Ánimo City of Champions 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, including immigration status. Ed. Code § 47605(e)(1). While open to all students, Ánimo City of Champions will make a substantial effort to recruit underserved, low-income students in Inglewood, in particular, those that would typically attend Morningside High School or Inglewood High School. Please see Element 7 for more information on how Ánimo City of Champions will attract underserved, low-income students from the Inglewood area. The table above shows the demographic and achievement data of the target student population that Ánimo City of Champions hopes to serve.

Green Dot has a longstanding, successful history in the Los Angeles area and Ánimo City of Champions would greatly benefit the community. As seen in the table above, Ánimo City of Champions would like to enroll students who would otherwise attend schools with low student performance per the California Assessment of Student Performance and Progress (“CAASPP”).

### **Enrollment**

Ánimo City of Champions serves students in grades nine through twelve. In the 2020-21 and 2021-22 school years, the school will matriculate approximately 125 ninth grade students. The school will grow enrollment in subsequent years. At enrollment capacity, Ánimo City of Champions will matriculate approximately ~~175~~ 135 ninth grade students each year and serve approximately ~~475~~ 650 students. The table below shows Ánimo City of Champions’ projected five-year enrollment.

### **Projected Five-Year Student Enrollment (Charter Term)**

<b>Grade</b>	<b><del>Year 1:</del> 2020-2021</b>	<b><del>Year 2:</del> 2021-2022</b>	<b><del>Year 3:</del> 2022-2023</b>	<b><del>Year 4:</del> 2023-2024</b>	<b><del>Year 5:</del> 2024-2025</b>
9	<del>125</del>	<del>125</del>	<del>140</del>	<del>175</del>	<del>175</del>
<del>10</del>	85	<del>120</del>	<del>120</del>	<del>135</del>	<del>170</del>
<del>11</del>	90	80	<del>115</del>	<del>115</del>	<del>130</del>
<del>12</del>	<del>100</del>	85	75	<del>110</del>	<del>110</del>
<b>Total</b>	<b>400</b>	<b>410</b>	<b>450</b>	<b>535</b>	<b>585</b>

Grade	Year 1: 2025-26	Year 2: 2026-27	Year 3: 2027-28	Year 4: 2028-29	Year 5: 2029-30
9	115	130	135	135	130
10	86	113	127	132	125
11	76	79	103	116	120
12	55	66	69	90	100
<b>Total</b>	<b>332</b>	<b>388</b>	<b>434</b>	<b>473</b>	<b>475</b>

## **Goals & Philosophy**

### **Mission Statement**

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

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 City of Champions graduates will be successful in college, and return to their home communities, with college degrees, to be the teachers, entrepreneurs, doctors, and lawyers that will contribute to Inglewood and the surrounding area. Graduates will be self-confident, self-disciplined, successful, proactive leaders who will excel in college and beyond.

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

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

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

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

### Means to Achieve Mission and Vision: How Learning Best Occurs

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

### Green Dot's Core Values

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

- **An Unwavering Belief in all Students' Potential:** All young adults can be successful learners if they are provided with an excellent academic environment and the necessary tools.
  - o Key practices:
    - Provide special intervention courses based on specific needs of student population
    - Provide tiered support for all students through our Multi-Tiered System of Supports
    - Invest in Clinical Services to support retention and success of students facing challenges
    - Provide enrichment courses for high achieving and gifted students
- **Passion for Excellence:** Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
  - o 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.
  - o 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.
  - o Key practices:
    - Foster collaboration with others
    - Promote a positive school culture
    - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
    - Cultivate the school's mission, vision and core values
    - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process:** Young adults will receive the best education ~~education~~ when all stakeholders participate in the education process.
  - o 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: Lennox, South Los Angeles, Watts, Boyle Heights, Inglewood and Venice. Approximately 99% of current Green Dot students are African-American or Latino and more than 95% qualify for free or reduced price lunch. Green Dot is also committed to serving high-needs students with 20% English Learner and 13% special education student populations at our schools. Moreover, all Green Dot schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving greater results than comparable schools in standardized test scores, graduation rates and college matriculation.
- **Highly Effective Teachers:** Green Dot has collaborated with The College-Ready Promise ("TCRP"), a partnership of four high-performing charter management organizations, to build a Teacher Development and Evaluation System that provides a common language to guide teacher professional development, evaluation and collaboration for all Green Dot teachers. This framework identifies areas of support for teachers and uses multiple measures of teacher effectiveness (student growth, classroom observations and survey feedback) to create teacher effectiveness scores from Level 1 to Level 4 (Level 4 being a highly effective teacher).
- **Strong School Leaders:** In addition to the individual coaching and professional development that Green Dot principals and assistant principals receive, the organization has also made a large investment to develop an Administrator-in-Residence ("AIR") program in which candidates are selected to participate in an intensive 12-month, multiple school-site administrator training program. The AIR program trains Residents on Green Dot's transformation model and builds a pipeline of school leaders with the skills and experience to

turnaround chronically failing schools. These Residents will then be placed as school leaders in future Green Dot schools.

- **Culture of Transparency, Performance & Accountability:** Green Dot values results and has built systems and processes to enable accountability and earned autonomy. Administrators and school staff members are able to view assessment results in Green Dot's data systems and generate customizable reports with school-level, department-level, and teacher-level data. Staff also use Green Dot's knowledge-sharing platform (Connect) to access resources and will be able to access professional evaluation data and a collection of training modules designed to improve teacher effectiveness on Ed Reflect. Students and parents will have access to the web-based, student information system PowerSchool where they can access student grades, test scores and attendance.

### **Green Dot's Academic Model**

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

1. **Ensuring Quality Teaching & Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. Green Dot ensures high quality teaching and instruction in every classroom through its research-based methods of instruction, teacher effectiveness initiatives and robust professional development and supports. At the heart of the TCRP Teacher Development and Evaluation System is the College-Ready Teaching Framework ("CRTF") – a rubric that defines the core competencies expected of all Green Dot teachers. In addition, teachers will be able to pursue professional development and coaching support from the Instructional Coaches as well as from the Green Dot Home Office Education Team.
2. **Cultivating a College-going Culture:** Green Dot strives to attain high college acceptance rates by creating a culture of college-for-certain. School leaders create systems for ongoing academic counseling with counselors and advisors and offer college tours at every grade level. In addition, the school master schedule offers elective courses that support core content development (i.e., drama), as well as pre-AP pathways (i.e., honors courses in middle school and high school). Courses are structured to build students' key cognitive strategies: intellectual openness, analysis, reasoning, accuracy and precision, and interpretation. School classrooms demonstrate the successful implementation of behavior management strategies. Support is provided to build key behaviors necessary for success in high school and college, such as self-monitoring, persistence, independent preparation abilities, and college-level study skills. Lastly, all Green Dot schools provide support to build students' contextual awareness of college systems and culture.
3. **Eliminating Barriers to Learning:** Students come to Green Dot from a variety of backgrounds. Academically, many are far behind grade-level. Socially and emotionally, many require emotional guidance in order to be able to succeed academically. Green Dot strives to provide the academic intervention, counseling and clinical services necessary to ~~break down~~ breakdown these barriers. Green Dot school leaders successfully implement all three tiers of the Multi-Tiered System of Supports by appropriately providing intervention in literacy, math, English Language Development and Special Education for academic intervention. Green Dot schools offer an Advisory program that provides academic guidance, builds school culture & safety; and promotes college, career and personal development. Additionally, each school provides a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.

4. **Promoting Leadership & Life Skills:** Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for college and beyond. Systems for student leadership such as student government, our student ambassador program, student mentorship, and the Principal’s Advisory Committee give students internal leadership experience. External experience is available through partnerships with community programs, including public speaking opportunities, job shadowing, volunteer work, mentorships, and summer internships. Advisory programs teach and promote life skills and help to reduce dropouts, foster youth development, enhance academic achievement, and promote whole-being development.

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

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

Ánimo City of Champions graduates are Critical Thinkers who:

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

Ánimo City of Champions graduates are Life-long Learners who:

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

Ánimo City of Champions graduates are Effective Communicators who:

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

Ánimo City of Champions graduates are Academic Achievers who:

- Actively establish short and long term academic goals.
- Self-monitor their progress towards educational pathways and career choices.
- Works relentlessly to improve in their coursework and skills necessary to pursue and succeed in higher education.

Ánimo City of Champions graduates are Socially Responsible Citizens who:

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e). The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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

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

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

- **Planning and Preparation:** Based on Essential Elements of Effective Instruction by Madeline Hunter.
  - o 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.
  - o The emphasis of Understanding by Design (“UbD”) is on “backward design”, the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Techniques:** Based on Teach Like a Champion by Doug Lemov.
  - o 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.

- o 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**
  - o 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 City of Champions students take courses that are high school-preparatory and are aligned with the Common Core standards in grades six through eight. Ánimo City of Champions students will take courses that are college-preparatory, aligned with the Common Core State Standards (“CCSS”), and meet UC/CSU A-G requirements in grades nine through twelve. All students are required to earn 240 credits to graduate. Ánimo City of Champions’ graduation requirements comply with applicable California law and emphasize, but are not limited to, the traditional subjects of Math, Science, English Language Arts, Social Sciences and Foreign Language as well as a variety of electives to provide opportunities for students to receive enrichment. These subjects are presented in ways that make them more responsive to the backgrounds and lives of our students. In addition to core subjects, Ánimo City of Champions also offers a variety of elective and enrichment courses to provide opportunities for students to meet the A-G requirements, including Visual and performing Arts and Foreign Language. Electives in the school may include Drama, Composition and Investigations for English Language Arts. These courses will offer students achieving at or above grade level in reading the opportunity for additional development in reading, writing and speaking skills.

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

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

Below is an outline of Green Dot’s recommended high school curriculum. The curriculum places an emphasis on ensuring that all students are at or above grade level by their twelfth grade year in order to be prepared for college. Administrators and teachers may make adjustments to the school’s master schedule

and add additional Green Dot-approved courses in order to meet the specific needs of their students. Teachers are provided with professional development prior to the school year and on an on-going basis to support their implementation of the curriculum and the use of data to inform instruction. The recommended curriculum is based upon the Common Core for ELA and Math, and CA State content standards for History and Science. Literacy CCSS are incorporated in History and Science, and Next Generation Science Standards are also integrated in the curriculum. State-adopted texts are used in all core subjects.

### Outline of Ánimo City of Champions's Curriculum

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

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

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

### Green Dot High School Curriculum

#### History/Social Science

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

Course Title	Grade	Course Length	Credit Type
<b>History/Social Science, History/Social Science Honors, and Advanced Placement Courses</b>			
AP Human Geography A/B	9	YEAR	uca, a, cg

<b>AP World History A/B</b>	10	YEAR	uca, a, cg
<b>AP US History A/B</b>	11	YEAR	uca, a, cg
<b>AP US Government A/B</b>	12	YEAR	uca, a, cg
<b>US Government A</b>	12	SEMESTER	uca, a, cg
<b>US Government Honors</b>	12	YEAR	uca, a, cg
<b>US History A/B</b>	11	YEAR	uca, a, cg
<b>US History Honors</b>	11	YEAR	uca, a, cg
<b>World History A/B</b>	10	YEAR	uca, a, cg
<b>World History Honors A/B</b>	10	YEAR	uca, a, cg

## **AP HUMAN GEOGRAPHY A**

### **AP HUMAN GEOGRAPHY A**

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

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

## **AP WORLD HISTORY A**

### **AP WORLD HISTORY B**

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

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

College world history courses vary considerably in the approach used, the chronological framework chosen, the content covered, the themes selected, and the analytical skills emphasized. The material in this Course Description presents the choices that the AP World History Development Committee has made to create the course and exam. These choices themselves are compatible with a variety of college level curricular approaches.

## **AP US HISTORY A**

### **AP US HISTORY B**

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

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus

develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

## **AP US GOVERNMENT A**

## **AP US GOVERNMENT B**

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

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

## **US GOVERNMENT A**

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

Students will gain an analytical perspective on American Government through an in-depth study of the Constitution and its different interpretations through United States History. By examining the legislative, executive, and judicial branches they will gain an insight at how government affects their own life. There will be an emphasis and analysis of the relationship between local, state and federal government. The course will create civic literate students.

## **US GOVERNMENT HONORS**

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

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

## **US HISTORY A**

## **US HISTORY B**

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

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



improve writing, presentation (both oral and visual), and critical thinking skills through the assignments of the course.

## **US HISTORY HONORS A**

## **US HISTORY HONORS B**

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

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

## **WORLD HISTORY A**

## **WORLD HISTORY B**

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

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

## **WORLD HISTORY HONORS A**

## **WORLD HISTORY HONORS B**

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

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

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## **English**

The English curriculum is a well-balanced rigorous program based on the California English/Language Arts Content Standards and Common Core State Standards. UC-Approved courses in English require

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

Course Title	Grade	Course Length	Credit Type
<b>English, English Honors, and Advanced Placement Courses</b>			
<b>AP English Language and Composition A/B</b>	11-12	YEAR	ucb, b, cg
<b>AP English Literature and Composition A/B</b>	11-12	YEAR	ucb, b, cg
<b>CSU Expository Reading and Writing Course A/B</b>	12	YEAR	ucb, b, cg
<b>English 9 A/B</b>	9	YEAR	ucb, b, cg
<b>English 9 Honors A/B *</b>	9	YEAR	ucb, b, cg
<b>SH English 9 A/B</b>	9	YEAR	ucb, b, cg
<b>English 10 A/B</b>	10	YEAR	ucb, b, cg
<b>English 10 A/B Honors</b>	10	YEAR	ucb, b, cg
<b>SH English 10 A/B</b>	10	YEAR	ucb, b, cg
<b>English 11 A/B: American Literature</b>	11	YEAR	ucb, b, cg
<b>English 11 A/B Honors: American Literature</b>	11	YEAR	ucb, b, cg
<b>SH English 11 A/B</b>	11	YEAR	ucb, b, cg
<b>English 12 A/B</b>	12	YEAR	ucb, b, cg
<b>SH English 12 A/B</b>	12	YEAR	ucb, b, cg
<b>World Literature A/B</b>	11-12	YEAR	ucb, b, cg
<b>World Literature Honors A/B</b>	12	YEAR	ucb, b, cg

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

## **AP ENGLISH LANGUAGE AND COMPOSITION A AP ENGLISH LANGUAGE AND COMPOSITION B**

### ***UC APPROVED (ucb, b, cg)***

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any

context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), the American Psychological Association (APA), and the Council of Biology Editors (CBE).

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

## **AP ENGLISH LITERATURE AND COMPOSITION A**

## **AP ENGLISH LITERATURE AND COMPOSITION B**

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### ***UC APPROVED (ucb, b, cg)***

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

### **ERWC A**

### **ERWC B**

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### ***UC APPROVED (ucb, b, cg)***

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

**ENGLISH 9 A**  
**SH ENGLISH 9A**  
**ENGLISH 9 B**  
**SH ENGLISH 9 B**

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***UC APPROVED (uch, b, cg)***

The English 9 course introduces ninth grade students to various types of literature including novels, short stories, poetry, plays and other types of text. Instruction focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9th-grade level text. Students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. Students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

The Sheltered English 9 course introduces ninth grade English learner students to various types of literature including novels, short stories, poetry, plays and other types of text with a focus on how the English language works. The curriculum is driven by the California ELD Standards while also utilizing the Common Core Standards. The Features of Designated ELD are incorporated into each lesson so that EL students can access grade level curriculum with appropriate supports. Instruction also focuses on reading strategies, which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic comprehension. Students will be able to construct essential meaning from 9<sup>th</sup>-grade level text. EL students will respond to all forms of literature with both written and oral responses. The emphasis on critical thinking skills and literary analysis will prepare students for higher-level English courses. EL students will focus on developing their writing skills with formal essays and informal writing assignments (journal entries, free-writes, character analysis, research assignments and multi-draft essays). They will complete a variety of writing activities including developing arguments that synthesizes information from multiple nonfiction articles, composing personal narratives and responses to literature that incorporate descriptive writing and persuasive strategies. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

**ENGLISH 9 HONORS A**  
**ENGLISH 9 HONORS B**

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***UC APPROVED (uch, b, cg) \*No UC Honors Designation***

English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills and compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be writing in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as ELA 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the California State Standards.

**ENGLISH 10 A**  
**SH ENGLISH 10 A**  
**ENGLISH 10 B**  
**SH ENGLISH 10 B**

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***UC APPROVED (uch, b, cg)***

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

The Sheltered English 10 course is a continuation of the literary analysis that is developed in the ninth grade while also continuing the focus on how the English language works. The curriculum is driven by the California ELD Standards while also utilizing the Common Core Standards. The Features of Designated ELD are incorporated into each lesson so that EL students can access grade level curriculum with appropriate supports. EL students read a variety of texts including novels, short stories, poetry, plays, and informational texts. It also introduces World Literature, with essential questions emphasizing the balance of power and responsibility. Instruction focuses on reading strategies which enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic grade level comprehension. EL students will be able to construct essential meaning from 10th grade level text. The emphasis on critical thinking skills and literary analysis will prepare students for higher- level English courses. Writing instruction focuses on strategies that enable EL students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10<sup>th</sup> grade writing Common Core standards and which are necessary to post-secondary college and career requirements. Correct grammar, spelling, punctuation, and usage will be emphasized for students to develop a command of standard writing conventions.

**ENGLISH 10 HONORS A**  
**ENGLISH 10 HONORS B**

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***UC APPROVED (uch, b, cg)***

This class will focus on the in- depth study and analysis of some of the great American and British writers including Steinbeck, Shakespeare, Golding, Bradbury, Morrison, and Salinger. It introduces World Literature with an emphasis on Greek mythology and Homer's *The Odyssey*. The course requires critical analysis and interpretation of text both written and in class discussion. Students will continue to develop composition, vocabulary, and grammar skills, and the California State Standards in reading, writing, listening and speaking skills. Students study grammar, academic language and vocabulary skills in the context of novel units and in separate mini-lessons. In addition to novels, students read short stories, poetry, and non-fiction pieces from contemporary sources. Students compose narrative, descriptive, persuasive, and analytical essays in response to readings, as well as stand-alone short stories, informational articles, research essays, book reviews, and other 'real-world' writing.

**ENGLISH 11 A**

**SH ENGLISH 11 A**  
**ENGLISH 11 B**  
**SH ENGLISH 11 B**

***UC APPROVED (uch, b, cg)***

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

The Sheltered English 11 American Literature course is a novel-based course that, with the adoption of the common core, also has a wide selection of non-fiction texts that enrich the units and provide lenses for the novels to be viewed through. English learner students focus on how the English language works through reading, writing, speaking and listening. The curriculum is driven by the California ELD Standards while utilizing the Common Core Standards. The Features of Designated ELD are incorporated into each lesson so that EL students can access grade level curriculum with appropriate supports. The course provides a wide range of literary texts from Puritan sermons to transcendentalist essays to landmark American novels and plays. Organized predominantly in a chronological order, the course begins with an introduction to rhetoric and then progresses through the major literary periods of American Literature.

**ENGLISH 11 HONORS A**  
**ENGLISH 11 HONORS B**

***UC APPROVED (uch, b, cg)***

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

**ENGLISH 12 A**  
**SH ENGLISH 12 A**  
**ENGLISH 12 B**  
**SH ENGLISH 12 B**

***UC APPROVED (uch, b, cg)***

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

Sheltered English 12 is, at its heart, a British Literature course that focuses on how the English language works. The curriculum is driven by the California ELD Standards while also utilizing the Common Core Standards. The Features of Designated ELD are incorporated into each lesson so English learner students access grade level curriculum with appropriate supports. It follows the development of English from its origins in Old and Middle English through texts like *Beowulf* and *The Canterbury Tales* all the way through to *Frankenstein*, *Hamlet*, and *A Brave New World*. Each unit includes a number of non-fiction texts which provide an analytical lens through which to view the literary pieces. Each unit is also accompanied by at least one writing prompt that serves as a cumulative task that assesses English learner students' ability to develop a claim and argue for it using evidence from at least one text and often multiple texts.

## **WORLD LITERATURE A WORLD LITERATURE B**

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### ***UC APPROVED (uch, b, cg)***

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

## **WORLD LITERATURE HONORS A WORLD LITERATURE HONORS B**

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### ***UC APPROVED (uch, b, cg)***

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

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

## **Newcomer English Language Development**

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The purpose of newcomer ELD courses at Green Dot is to prepare English Learners recently arrived in the U.S. for success in English instruction, including English Language Arts. Skills in all four strands of language—listening, speaking, reading and writing—are systematically developed. Students of mixed grade levels are grouped according to proficiency in English. Cultural knowledge needed for success in U.S. schools is integrated throughout. In schools where there are small numbers of students needing ELD, course levels will need to be combined. For instance, ELD 1A and ELD 1B, each semester-long

courses, is taught as a year-long ELD 1 class; instruction is differentiated to meet the needs of students at different levels of proficiency.

Newcomer ELD courses are not recommended for students who have been in the U.S. longer than five years (long-term English Learners), whose language and motivational needs are very different from those of relative newcomers.

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

Course Title	Grade	Course Length	Credit Type	Double Blocked
<b>ELD Courses</b>				
<b>ELD 1 A</b>	9 – 12	SEMESTER	g,cg	YES
<b>ELD 1 B</b>	9 – 12	SEMESTER	g,cg	YES
<b>ELD 2 A</b>	9 – 12	SEMESTER	g,cg	YES
<b>ELD 2 B</b>	9 – 12	SEMESTER	g,cg	YES
<b>ELD 3</b>	9 – 12	SEMESTER	ucb, b, cg	YES

### ELD 1 A

#### ***NOT UC APPROVED (g,cg)***

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

### ELD 1 B

#### ***NOT UC APPROVED (g,cg)***

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

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

### ELD 2 A

#### ***NOT UC APPROVED (g,cg)***

*Prerequisites: Passage of ELD 1B end-of-course exam with 75% or better success. Overall score on ELPAC ~~ELCAP~~ is Level 2 and Lexile < 400 L*



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

## ELD 2 B

### **NOT UC APPROVED (g,cg)**

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

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

## ELD 3

### **UC APPROVED (uch, b, cg)**

*Prerequisites: Passage of ELD 2B end-of-course exam with 75% or better success. Overall score on ELPAC is Level 2 and Lexile  $\geq$  400.*

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

## Mathematics

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

Course Title	Grade	Course Length	Credit Type
<b>Mathematics, Mathematics Honors, and Advanced Placement Courses</b>			
AP Calculus AB A/B	12	YEAR	ucc, c, cg
AP Statistics A/B	11-12	YEAR	ucc, c, cg
Algebra 1 A/B	9	YEAR	ucc, c, cg
Algebra 1 Honors A/B*	9	YEAR	ucc, c, cg
Algebra 2 A/B	10-12	YEAR	ucc, c, cg
Algebra 2 Honors A/B	10-12	YEAR	ucc, c, cg

<b>Calculus A/B</b>	<b>12</b>	<b>YEAR</b>	<b>ucc, c, cg</b>
<b>Geometry A/B</b>	<b>9-11</b>	<b>YEAR</b>	<b>ucc, c, cg</b>
<b>Geometry Honors A/B</b>	<b>9-11</b>	<b>YEAR</b>	<b>ucc,c,cg</b>
<b>Integrated Math A/B</b>	<b>10</b>	<b>YEAR</b>	<b>ucc, c, cg</b>
<b>Pre-Calculus A/B</b>	<b>10-12</b>	<b>YEAR</b>	<b>ucc, c, cg</b>
<b>Pre-Calculus Honors A/B</b>	<b>10-12</b>	<b>YEAR</b>	<b>ucc, c, cg</b>
<b>Statistics A/B</b>	<b>12</b>	<b>YEAR</b>	<b>ucc, c, cg</b>
<b>Trigonometry A/B</b>	<b>11-12</b>	<b>YEAR</b>	<b>ucc, c, cg</b>

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

## **AP CALCULUS AB A**

## **AP CALCULUS AB B**

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### ***UC APPROVED (ucc, c, cg)***

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

## **AP STATISTICS A**

## **AP STATISTICS B**

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### ***UC APPROVED (ucc, c, cg)***

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school will need to determine the length of time for its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester, or a one-year course. Most schools, however, offer it as a two-semester course.

## **ALGEBRA 1 A**

## **ALGEBRA 1 B**

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### ***UC APPROVED (ucc, c, cg)***

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

students generalize, formalize, and extend the mathematics they learned in the middle grades.

## **ALGEBRA 1 HONORS A**

## **ALGEBRA 1 HONORS B**

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### ***UC APPROVED (ucc, c, cg) \*No UC Honors Designation***

In accordance with the California State Standards for Mathematics, Algebra 1 Honors instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. A comprehensive understanding and application of mathematical functions is emphasized throughout the course. The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise. This accelerated course places a strong emphasis on the depth and rigor in all critical areas of the California State Standards for Algebra 1 with a focus on increased rate and depth of inquiry of instruction, discovery, individual study, problem solving, and opportunity for mathematical discourse. The coursework moves at a rapid pace requiring students to rise to the challenge by spending the time necessary to learn each complex topic with diligence and dedication. The course may require additional homework. (\*Course does not have an honors distinction approval.)

## **ALGEBRA 2 A**

## **ALGEBRA 2 B**

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### ***UC APPROVED (ucc, c, cg)***

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

## **ALGEBRA 2 HONORS A**

## **ALGEBRA 2 HONORS B**

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### ***UC APPROVED (ucc, c, cg)***

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

## **CALCULUS A**

## CALCULUS B

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### ***UC APPROVED (ucc, c, cg)***

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

## GEOMETRY A GEOMETRY B

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### ***UC APPROVED (ucc, c, cg)***

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

## GEOMETRY HONORS A GEOMETRY HONORS B

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### ***UC APPROVED (ucc, c, cg)***

The Honors course is very rigorous and designed for students who excel in mathematics. In this course students will engage in activities that allow them to create geometric understanding. Students use the tools of geometry to develop, verify, and prove geometric principles and relationships. Through this process, students make conjectures and conclusions. Students will utilize algebra and probability skills to solve geometric problems. Four dimensions of understanding are emphasized: skill in drawing, visualizing and following algorithms; understanding properties, mathematical relationships and proofs; using geometric ideas in real situations, and representing geometric concepts with coordinates or other diagrams. The scope, depth, and pace of this course is much more extensive than in Geometry.

## INTEGRATED MATH A INTEGRATED MATH B

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### ***UC APPROVED (ucc, c, cg)***

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

## **PRE-CALCULUS A**

## **PRE-CALCULUS B**

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### ***UC APPROVED (ucc, c, cg)***

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

## **PRE-CALCULUS HONORS A**

## **PRE-CALCULUS HONORS B**

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### ***PENDING UC APPROVAL (ucc, c, cg) \*Currently an approved Transcript Abbreviation for Trigonometry & Math Analysis***

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

## **STATISTICS A**

## **STATISTICS B**

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### ***UC APPROVED (ucc, c, cg)***

Statistics covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making are central themes of this course. The curriculum is based on the Common Core State Standards in Mathematics.

## **TRIGONOMETRY A**

## **TRIGONOMETRY B**

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### ***UC APPROVED (ucc, c, cg)***

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

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## **Laboratory Science**

These high school science courses are designed to prepare students for the college-level courses in laboratory science and have been UC-approved. The course pathway begins with 9<sup>th</sup> grade Physics, then

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

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

Course Title	Grade	Course Length	Credit Type
<b>Science, Science Honors, and Advanced Placement Courses</b>			
<b>AP Biology A/B</b>	11-12	YEAR	ucd, d, cg
<b>AP Chemistry A/B</b>	11-12	YEAR	ucd, d, cg
<b>AP Environmental Science</b>	11-12	YEAR	ucd,d,cg
<b>AP Physics A/B</b>	9-12	YEAR	ucd,d,cg
<b>Anatomy and Physiology A/B</b>	9-12	YEAR	ucd, d, cg
<b>Biology of the Living Earth A/B</b>	9-12	YEAR	ucd, d, cg
<b>Biology Honors A/B</b>	9-10	YEAR	ucd, d, cg
<b>Chemistry in the Earth System A/B</b>	10-12	YEAR	ucd, d, cg
<b>Chemistry Honors A/B</b>	10-11	YEAR	ucd, d, cg
<b>Physics in the Universe A/B</b>	9-12	YEAR	ucd, d, cg

## AP BIOLOGY A AP BIOLOGY B

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

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

theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The Big Ideas are as follows:

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

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

## **AP CHEMISTRY A**

## **AP CHEMISTRY B**

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

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

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course.

## **AP ENVIRONMENTAL SCIENCE A**

## **AP ENVIRONMENTAL SCIENCE B**

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

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

All students will be provided an opportunity to be able to identify and analyze various issues present in our environment--both natural and non-natural. This course will examine the impact of various human cultures on the natural world through discussion, case studies, experimentation/models, evaluation and reflection. Students will make meaningful connection between ecological principles and aspects of human civilization such as economics, resources, poverty, population and sustainability.

## **AP PHYSICS A**

## **AP PHYSICS B**

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

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: Objects and systems have properties such as mass and charge. Systems may have internal structure. Fields existing in space can be used to explain interactions. The interactions of an object with other objects can be described by forces. Interactions between systems can result in changes in those systems. Changes that occur as a result of interactions are constrained by conservation laws. Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

## **ANATOMY AND PHYSIOLOGY A**

## **ANATOMY AND PHYSIOLOGY B**

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

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

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

## **BIOLOGY OF THE LIVING EARTH A**

## **BIOLOGY OF THE LIVING EARTH B**

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

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

## **BIOLOGY HONORS A**

## **BIOLOGY HONORS B**

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

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



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

## **CHEMISTRY IN THE EARTH SYSTEM A**

## **CHEMISTRY IN THE EARTH SYSTEM B**

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

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

## **CHEMISTRY HONORS A**

## **CHEMISTRY HONORS B**

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

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

## **PHYSICS IN THE UNIVERSE A**

## **PHYSICS IN THE UNIVERSE B**

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

In this NGSS-aligned Physics in the Universe course, students will utilize various Crosscutting Concepts and Science and Engineering Practices as they explore the forces and energy in the Earth System and the

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

### **Language other than English**

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

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

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

### **SPANISH 1 A SPANISH 1 B**

#### ***UC APPROVED (uce, e, cg)***

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

## **SPANISH 2 A**

## **SPANISH 2 B**

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### ***UC APPROVED (uce, e, cg)***

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

## **SPANISH 3 A**

## **SPANISH 3 B**

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### ***UC APPROVED (uce, e, cg)***

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

## **SPANISH 1 A NATIVE SPEAKERS**

## **SPANISH 1 B NATIVE SPEAKERS**

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### ***UC APPROVED (uce, e, cg)***

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

## **SPANISH 2 A NATIVE SPEAKERS**

## **SPANISH 2 B NATIVE SPEAKERS**

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### ***UC APPROVED (uce, e, cg)***

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

## **SPANISH 3 A NATIVE SPEAKERS**

## **SPANISH 3 B NATIVE SPEAKERS**

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### ***UC APPROVED (uce, e, cg)***

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures.

Special emphasis is placed on the importance of developing standard language skills, avoiding Anglicism and improper Spanish. Special attention will also be given the reading advanced literature and a cultural study of the Hispanic world. The course has a secondary aim to prepare all students for the AP Spanish

language course.

## **AP SPANISH LANGUAGE A**

## **AP SPANISH LANGUAGE B**

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### ***UC APPROVED (uce, e, cg)***

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

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam.

## **AP SPANISH LITERATURE A**

## **AP SPANISH LITERATURE B**

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### ***UC APPROVED (uce, e, cg)***

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

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

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

medieval period.

So that the AP Spanish Literature course more closely approximates an introductory literature course typically taught at the college level, in 2003 the reading list was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in this very rich literature. Because of these revisions to the AP Spanish Literature course, it is easily identified by colleges and universities as comparable to a third-year college Introduction to Peninsular and Latin American Literature course. To ensure that the AP Spanish Literature Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of performance of college students. Completing a third-year Spanish Literature course and AP students. Those who perform satisfactorily on the AP Spanish Literature Exam may receive credit for a comparable college-level literature course.

## Visual and Performing Arts

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

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

Course Title	Grade	Course Length	Credit Type
AP Studio Art 2D Design A/B	11-12	YEAR	ucf,f,cg
AP Studio Art Drawing A/B	11-12	YEAR	ucf,f,cg
Advanced Band A/B	9-12	YEAR	ucf, f, cg
Advanced Band 2A/B	9-12	YEAR	ucf, f, cg
Advanced Drama A/B	9-12	YEAR	ucf,f,cg
Advanced Visual Art A/B	9-12	YEAR	ucf, f, cg
Beginning Band A/B	9-12	YEAR	ucf, f, cg
Digital Art and Design A/B	9-12	YEAR	ucf, f, cg
Drama A/B	9-12	YEAR	ucf, f, cg
Drawing and Painting A/B	9-12	YEAR	ucf, f, cg
Exploring Music A/B	11-12	YEAR	ucf, f, cg
Film and Composition A/B	10-12	YEAR	ucf, f, cg
Film A/B	9-12	YEAR	ucf, f, cg
Guitar 1 A/B	9-12	YEAR	ucf, f, cg
Guitar 2 A/B	9-12	YEAR	ucf, f, cg
Intermediate Band A/B	9-12	YEAR	ucf, f, cg
Intro to Art A/B	9-12	YEAR	ucf, f, cg
Musical Theater A/B	10-12	YEAR	ucf, f, cg
Theatre A/B	10-12	YEAR	ucf,f,cg

<b>Visual Art A/B</b>	9-12	YEAR	ucf, f, cg
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## **AP STUDIO ART 2D DESIGN A**

## **AP STUDIO ART 2D DESIGN B**

### ***UC APPROVED (ucf, f, cg)***

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

## **AP STUDIO ART: DRAWING A**

## **AP STUDIO ART: DRAWING B**

### ***UC APPROVED (ucf, f, cg)***

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

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

## **ADVANCED BAND A**

## **ADVANCED BAND B**

### ***UC APPROVED (ucf, f, cg)***

The major emphasis of this course is to develop student achievement through the study of band music and other forms including chamber music. The course develops the ability to perform on an instrument with

considerable skill, accuracy, and aesthetic sensitivity, develops skills in score reading, and develops understanding and appreciation of artistic expression. The course provides opportunities for increasing skill in ensemble playing, and provides acquaintance with and study of the standard repertory of band that is technically and qualitatively advanced. The student is provided with opportunities to examine and study the fundamental arts components including, where applicable, the perceptual, creative, historical, and critical.

## **ADVANCED BAND 2 A**

## **ADVANCED BAND 2 B**

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### ***UC APPROVED (ucf, f, cg)***

Advanced Band 2 is the third course in a sequenced series of high school band courses. It teaches the musical concepts and instrumental technique of performing at an late intermediate to advanced level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. Students will experience and discover the world of music through hands on work with a wind instrument. Students will learn musical terminology, rhythmic figures and basic musical notation skills. Advanced Band 2 is considered a performance ensemble and will require students to participate in all performances.

## **ADVANCED DRAMA A**

## **ADVANCED DRAMA B**

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### ***UC APPROVED (ucf, f, cg)***

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

## **ADVANCED VISUAL ART A**

## **ADVANCED VISUAL ART B**

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### ***UC APPROVED (ucf, f, cg)***

Throughout the year, students will be guided through a number of art problems for which their solutions will be in the form of drawings, paintings, sculptures (including “craft” objects), prints and collages. To inspire and direct the students through the process of making these artworks, they will look at examples

from the fine and applied arts, from both past and present. As well as discovering and experiencing the methods that artists use to create art: the initial research, the sketches, the preliminary studies, the experimentation with media, the final, refined work and the critique or reflection of that work. In this course students will be able to identify and apply the elements of art and principles of design in reference to their own work as well as work done by others. They will also be able to use Feldman's four-step process for making critical judgments about a work of art. Students will develop creative problem solving skills as well as design and technical skills in drawing, painting, printmaking, collage, sculpture and crafts.

## **BEGINNING BAND A**

## **BEGINNING BAND B**

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### ***UC APPROVED (ucf, f, cg)***

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

## **DIGITAL ART AND DESIGN A**

## **DIGITAL ART AND DESIGN B**

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### ***UC APPROVED (ucf, f, cg)***

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

## **DRAMA A**

## **DRAMA B**

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### ***UC APPROVED (ucf, f, cg)***

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

## **DRAWING AND PAINTING A**

## **DRAWING AND PAINTING B**



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***UC APPROVED (ucf, f, cg)***

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

**EXPLORING MUSIC A**  
**EXPLORING MUSIC B**


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***UC APPROVED (ucf, f, cg)***

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

**FILM A**  
**FILM B**


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***UC APPROVED (ucf, f, cg)***

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

**FILM AND COMPOSITION A**  
**FILM AND COMPOSITION B**


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***UC APPROVED (ucf, f, cg)***

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

## **GUITAR 1 A**

## **GUITAR 1 B**

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### ***UC APPROVED (ucf, f, cg)***

Guitar I is a one year course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique and performance. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. The course also focuses on acoustic guitars, both classical and steel-string. Our work combines the physical, theoretical, historical, practical, and applicable aspects of the guitar and guitar playing. Because this course is Guitar, students learn fundamentals of their instrument before incorporating more delineated Visual and Performing Arts, Music Content Standards. When students see how these fundamentals lead to music that is relevant to their lives, they have a basis upon which to build the language and connections, the knowledge and skills, inherent in the standards. Note: The specific songs listed in this course description may change over time, but the opportunities for knowledge and skill building those songs present will be in any added material. Units on theory, application, and performance will be discrete, but also be carried on throughout the course in order for students to increase their skills and knowledge. Students will need time to assimilate their new skills before moving on to acquiring new skills – static and dynamic phases of skill progression. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities.

## **GUITAR 2 A**

## **GUITAR 2 B**

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### ***UC APPROVED (ucf, f, cg)***

This course is designed for experienced guitar players who are seeking to build their technical and performance skills, including, but not limited to (1) common chord fingerings, (2) first position scale, (3) barre chord theory, (4) flat picking and (5) locating notes on the full fret board. Students will focus on improving and expanding skills in all areas of playing including right and left hand technique, rhythm and solo and ensemble literature and fret board knowledge. Students will be required to reflect and analyze their own performance as well as reflect and analyze performances of performers from various time periods. The class will showcase their work in a Winter and Spring concert.

## **INTERMEDIATE BAND A**

## **INTERMEDIATE BAND B**

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### ***UC APPROVED (ucf, f, cg)***

Intermediate band is the second course in a sequenced series of high school band courses. It teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. Students will experience and discover the world of music through hands on work with a wind instrument. Students will learn musical terminology, rhythmic figures and basic musical notation skills. Intermediate Band is considered a performance ensemble and will require students to participate in all performances.

## **INTRO TO ART A**

## **INTRO TO ART B**

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### ***UC APPROVED (ucf, f, cg)***

The purpose of this course is to introduce students to the world of visual arts. The course will be with an

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

## **MUSICAL THEATRE A**

## **MUSICAL THEATRE B**

### ***UC APPROVED (ucf, f, cg)***

The focus of this class is to produce two major theater productions a year. Students will produce and manage the production; designing sets and costumes, acting and directing. Acting technique will focus on learning Standard American diction, scansion, rhetoric, dance, stage combat technique, and stage acting technique. The first production will be West Side Story in the Fall. The production will run three nights. The second production in the fall is a student written musical which incorporates songs written by the Guitar Class. Students learn the basics of screenplay structure and work collaboratively to write the musical. Students from the Guitar Class write the music and they are paired with students from the Guitar Class.

## **THEATRE A**

## **THEATRE B**

### ***UC APPROVED (ucf, f, cg)***

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

## **VISUAL ART A**

## **VISUAL ART B**

### ***UC APPROVED (ucf, f, cg)***

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

### **UC Approved G Electives**

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

### **ACADEMIC ENGLISH ESSENTIALS A ACADEMIC ENGLISH ESSENTIALS B**

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

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

technology proficiency. Students will engage in guided reflection throughout the course to stimulate critical thinking skills while simultaneously providing self-evaluation of their preparedness for college and career success.

## **ADVANCED COMPOSITION A**

## **ADVANCED COMPOSITION B**

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

The Advanced Composition course is designed to further help students gain the competencies necessary for success in college writing in a wide variety of subjects and disciplines. Students will focus on developing the skills to write clear expository and persuasive essays with well-supported arguments and point of view. Students will practice writing in a variety of rhetorical modes, including narration, argumentation and exposition. Students will work independently and collaboratively to explore writing strategies in a Writer's Workshop class setting. Each student will maintain a Writer's Notebook and compile all selections into a Writing Portfolio that will reflect their growth through the course.

## **ADVANCED DIGITAL ART AND PHOTOGRAPHY A**

## **ADVANCED DIGITAL ART AND PHOTOGRAPHY B**

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

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

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

## **ADVANCED DRAWING AND PAINTING A**

## **ADVANCED DRAWING AND PAINTING B**

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

The purpose of Advanced Drawing and Painting is to enable students to develop an independent artistic voice and strong ability to engage in ideation in the visual arts. The class provides an opportunity for developing individual artistic voice while engaging in advanced exploration of the art mediums of drawing and painting. Students develop a strong personal aesthetic as they create works employing a variety of materials historically implemented in drawing and painting. Students base their choices on the elements of art and principles of design and their aesthetic judgments of historically relevant art and art movements. Using these explorations, students achieve deeper cognitive meaning in their artwork. Since knowledge empowers the artist, students will learn the historical and psychological significance of art and the development of different materials that aid in these revelations. Students learn to analyze mediums in drawing and painting that best suit their artistic vision and enhance their visual communication. They will

use this exploration to connect media to meaning as they develop their artistic voice. To assist this understanding of artistic intentions and voice, students will engage in research and writing on historical art and meaning. This course will also assist the students in their self-discipline and time-management as they learn the professional standards of production and presentation required in the art world. Students will be instructed in the development of portfolios and their purpose.

## **CHICANO/AFRICAN AMERICAN LITERATURE A**

## **CHICANO/AFRICAN AMERICAN LITERATURE B**

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

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

## **CHICANO STUDIES A**

## **CHICANO STUDIES B**

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

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

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

## **COMPOSITION A**

## **COMPOSITION B**

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

The Composition course is designed to help students gain the competencies necessary for success in

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

## **CULTURAL RELATIONS A**

## **CULTURAL RELATIONS B**

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

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

## **ECONOMICS**

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

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

## **ECONOMICS HONORS**

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

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

The honors section will study the same content, but will be required to read additional texts. For example, students in the honors section will read excerpts from Freakonomics, The Communist Manifesto, Black Awakening in Capitalist America, and Confessions of An Economic Hitman, among others. Furthermore,

their unit and final exams will be more rigorous, inclusive of an additional writing prompt, data analysis, and more multiple-choice and identification questions. The honors section will also write weekly timed essays in response to a text.

## **ENGINEERING AND ROBOTICS A**

## **ENGINEERING AND ROBOTICS B**

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

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

## **ENVIRONMENTAL SCIENCE A**

## **ENVIRONMENTAL SCIENCE B**

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

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

## **ETHNIC STUDIES A**

## **ETHNIC STUDIES B**

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

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

## **INTRODUCTION TO ENGINEERING A**



## INTRODUCTION TO ENGINEERING B

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

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

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

## INTRODUCTION TO JOURNALISM A

## INTRODUCTION TO JOURNALISM B

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

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

## SPEECH AND COMMUNICATION A

## SPEECH AND COMMUNICATION B

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

This course is for students who wish to become effective communicators by active listening, oral repetition, and weekly presentations. In this course, students will analyze speech in order to master public speaking. Students will develop their speech and communication skills by presenting information using a variety of techniques to appeal to a wide range of audiences.

## Green Dot Electives

Course Title	Grade	Course Length	Credit Type
Leadership	9-12	YEAR	g, cg
PE	9-10	YEAR	Pe
Pop Culture	11-12	YEAR	g, cg
JROTC	11-12	YEAR	pe
Student Council	9-12	YEAR	g,cg
Student Government	9-12	YEAR	g,cg
Technology	9-12	YEAR	g,cg

**LEADERSHIP A****LEADERSHIP B****STUDENT GOVERNMENT A****STUDENT GOVERNMENT B****STUDENT COUNCIL A****STUDENT COUNCIL B*****NOT UC APPROVED (g, cg)***

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

**PE A****PE B*****NOT UC APPROVED (pe)***

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

**POP CULTURE A****POP CULTURE B*****NOT UC APPROVED (g, cg)***

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

**JROTC A****JROTC B*****NOT UC APPROVED (pe)***

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

**TECHNOLOGY A****TECHNOLOGY B*****NOT UC APPROVED (g, cg)***

The course is intended to strengthen the basic academic and technology skills students need to perform

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

### Green Dot Intervention Courses

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

### READING

#### LITERACY ENRICHMENT A

#### LITERACY ENRICHMENT B

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

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

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

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

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#### **LITERACY INTERVENTION 1A**

#### **LITERACY INTERVENTION 1B**

#### **ELD LITERACY INTERVENTION 1A**

#### **ELD LITERACY INTERVENTION 1B**

#### **LITERACY INTERVENTION 2A**

#### **LITERACY INTERVENTION 2B**

#### **ELD LITERACY INTERVENTION 2A**

#### **ELD LITERACY INTERVENTION 2B**

#### **LITERACY INTERVENTION 10A**

#### **LITERACY INTERVENTION 10B**

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

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

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#### **COMPOSITION A**

#### **COMPOSITION B**

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

#### ***MATH***

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#### **MATH SUPPORT 1 A**

#### **MATH SUPPORT 1 B**

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

#### ***STUDY SKILLS / ORGANIZATION***

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**CURRICULUM SKILLS A****CURRICULUM SKILLS B****ELD CURRICULUM SKILLS A****ELD CURRICULUM SKILLS B**

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

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

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

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

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**ACADEMIC SUCCESS A****ACADEMIC SUCCESS B****ACADEMIC SUPPORT 9A****ACADEMIC SUPPORT 9B****ACADEMIC SUPPORT 10A****ACADEMIC SUPPORT 10B****ACADEMIC SUPPORT 11A****ACADEMIC SUPPORT 11B****ACADEMIC SUPPORT 12A****ACADEMIC SUPPORT 12B**

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

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***COLLEGE AND CAREER READINESS*****SENIOR SEMINAR A****SENIOR SEMINAR B**

The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of writing, inquiry, collaboration and

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

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**COLLEGE READINESS 10A**  
**COLLEGE READINESS 10B**  
**COLLEGE READINESS 11A**  
**COLLEGE READINESS 11B**  
**ELD COLLEGE READINESS 11A**  
**ELD COLLEGE READINESS 11B**  
**COLLEGE READINESS 12A**  
**COLLEGE READINESS 12B**  
**ELD COLLEGE READINESS 12A**  
**ELD COLLEGE READINESS 12B**

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

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### ***ADVISORY***

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**TEAM ADVISORY A**  
**TEAM ADVISORY B**  
**ELD TEAM ADVISORY A**  
**ELD TEAM ADVISORY B**  
**ELD ADVISORY A (2.5)**  
**ELD ADVISORY B (2.5)**  
**ADVISORY**  
**ELD ADVISORY 9A (2.5)**  
**ELD ADVISORY 9B (2.5)**  
**ADVISORY 10A (2.5)**  
**ADVISORY 10B (2.5)**  
**ELD ADVISORY 10A (2.5)**  
**ELD ADVISORY 10B (2.5)**  
**ADVISORY 11A (2.5)**  
**ADVISORY 11B (2.5)**  
**ELD ADVISORY 11A (2.5)**  
**ELD ADVISORY 11B (2.5)**  
**ADVISORY 12A (2.5)**  
**ADVISORY 12B (2.5)**  
**ELD ADVISORY 12A (2.5)**  
**ELD ADVISORY 12B (2.5)**

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

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

### Special Education

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

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

<b>Social Science/History Community A</b>	11-12	5	Social Sci Com A
<b>Social Science/History Community A</b>	11-12	5	Social Sci Com B
<b>Social Science/ History Consumer A</b>	11-12	5	Social Sci Con A
<b>Social Science/ History Consumer B</b>	11-12	5	Social Sci Con B
<b>Practical Science A</b>	9-10	5	Pract Sci A
<b>Practical Science B</b>	9-10	5	Pract Sci B
<b>Community Science A</b>	9-10	5	Comm Sci A
<b>Community Science B</b>	9-10	5	Comm Sci B

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

### **PRACTICAL ENGLISH A** **PRACTICAL ENGLISH B**

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

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

### **APPLIED ENGLISH A** **APPLIED ENGLISH B**

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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**

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

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



individual pace.

## **COMMUNITY RESOURCES A**

## **COMMUNITY RESOURCES B**

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

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

## **PRACTICAL MATH A**

## **PRACTICAL MATH B**

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

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

## **CONSUMER MATH A**

## **CONSUMER MATH B**

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

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

## **PRACTICAL SOCIAL SCIENCE A**

## **PRACTICAL SOCIAL SCIENCE B**

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

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

## **SOCIAL SCIENCE/HISTORY COMMUNITY A**

## **SOCIAL SCIENCE/HISTORY COMMUNITY B**

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

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

## **SOCIAL SCIENCE/HISTORY CONSUMER A**

## **SOCIAL SCIENCE/HISTORY CONSUMER B**

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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.

## **~~PRACTICAL~~ ~~PRACTICAL~~ SCIENCE A**

## **~~PRACTICAL~~ ~~PRACTICAL~~ SCIENCE B**

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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**

## **COMMUNITY SCIENCE B**

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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.

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

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

**Textbooks**

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

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

standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility.

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

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

<b>SY2019-20: Green Dot High School Textbooks and Instructional Materials</b>	
<b>ELA</b>	<ul style="list-style-type: none"> <li>• My Perspectives</li> <li>• Recommended Grade-level Novels (e.g., <i>House on Mango Street</i>, <i>Romeo &amp; Juliet</i>, <i>Macbeth</i>, <i>Night</i>, <i>A Raisin in the Sun</i>, <i>The Great Gatsby</i>, <i>Brave New World</i>, <i>Hamlet</i>)</li> <li>• Literature &amp; Composition (Bedford/St. Martins)</li> </ul>
<b>ELD</b>	<ul style="list-style-type: none"> <li>• Edge: Inside the USA Fundamentals</li> <li>• Edge: Level 2</li> <li>• Core ELA Pearson MyPerspectives Curriculum with Sheltered Adaptations</li> <li>• Imagine Learning</li> <li>• Read 180/ System 44 Materials: L Book</li> <li>• Kate Kinsella Academic Vocabulary Toolkit</li> <li>• English 3D</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Algebra 1 Illustrative</li> <li>• Algebra 2 Illustrative</li> <li>• Geometry Illustrative</li> <li>• Glencoe Pre-Calculus: Graphs and Models</li> <li>• Algebra and Trigonometry (Coburn)</li> <li>• Calculus: Early Transcendental Functions – AP (Glencoe)</li> <li>• Calculus: Late Transcendental Functions (Glencoe)</li> <li>• Calculus, AP Edition, 9th Edition, Larson/Edwards</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Glencoe Science: Biology, CA Edition</li> <li>• Glencoe Science: Chemistry Matter and Change, CA Edition</li> <li>• Glencoe Science: Principles and Problems, CA Edition</li> <li>• CPO Physics</li> <li>• Biology with Mastering Biology (Pearson)</li> <li>• Chemistry the Central Science (Prentice Hall)</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• AMSCO World History: Preparing for the Advanced Placement Examination</li> <li>• Bentley, Traditions &amp; Encounters: A Global Perspective on the Past</li> <li>• Brinkley, American History: Connecting with the Past</li> <li>• World Civilizations: Sources, Images and Interpretations</li> <li>• United States History: Preparing for the Advanced Placement Examination 2015</li> <li>• AP American Pageant 16th Edition</li> <li>• AP History Green</li> <li>• Economics: Today and Tomorrow</li> <li>• Economics: Principle</li> <li>• United States Government: Democracy in Action</li> <li>• Government in America People Politics and Policy</li> <li>• American Government: Readings and Cases</li> </ul>

	<ul style="list-style-type: none"> <li>• AP Government</li> </ul>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Sendas 1 (Prentice Hall)</li> <li>• Sendas 2 (Prentice Hall)</li> <li>• Realidades 1 (Prentice Hall)</li> <li>• Realidades 2 (Prentice Hall)</li> <li>• Realidades 3 (Prentice Hall)</li> <li>• Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish: Preparing for the Language Examination (Prentice Hall)</li> <li>• AP Spanish: Preparing for the Language Examination (Prentice Hall)</li> <li>• Temas AP Spanish Language and Culture</li> </ul>
<b>Instructional Materials</b>	<p>Instructional materials for the courses above includes, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Novels</li> <li>• Articles</li> <li>• Primary source documents</li> <li>• Textbooks</li> <li>• Student Workbooks</li> <li>• Manipulatives</li> <li>• Video and audio recordings relevant to the curriculum</li> <li>• Technology software</li> </ul>

### ***Study Skills / College Courses***

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

### **Academic Support and Intervention**

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 9<sup>th</sup> grade students that acclimates students to the Ánimo City of Champions culture of high 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 9<sup>th</sup> graders in an elective class. Students take the 9<sup>th</sup> grade SRI and an internal Math Diagnostic before school starts.

- *Read-In*: The goal of the program is to place a focus on the importance of reading at the school site as well as provide structured time for students to complete reading logs and provide evidence of comprehension through writing.
- *9<sup>th</sup> Grade Advisory*: This curriculum is focused on the individual as a student, learner and part of the greater community. In this class, students are taught different study skill strategies, test-taking strategies, and communication tools that enable them to succeed in their high school academic career.
- *10<sup>th</sup> Grade Advisory*: This curriculum continues the focus on study skills, testing taking strategies and communication tools and adds a college readiness component. Academic consultancy and the review of grades and transcripts happen on a bi-weekly basis so that students are tracking their A-G and graduation status. Students also begin college exploration, including the structures of the SAT/ ACT exams which they will be targeted prep for in the 11th grade.
- *11<sup>th</sup> Grade Advisory*: There are two pathways for 11th graders. The first pathway is for students that are on-track to graduate. These students will be preparing for the SAT and gaining knowledge on multiple college opportunities, scholarships, college application process and the financial aid process. The second pathway is for students who are not on-track to graduate. These students will be given the opportunity to recover credits through a rigorous program called APEX. Once students are back on-track to graduate, they will fall into the first pathway with college-readiness.
- *12<sup>th</sup> Grade Advisory* – The curriculum is focused on preparing students on the transition to college. Semester 1 covers the college application process, and Semester 2 covers financial aid as well as the social/emotional transition students need to prepare for their post-secondary pursuits.
- *Credit Recovery*: There is a framework for 5<sup>th</sup> year students to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered. Students meet frequently with their counselors (minimum of one meeting per year) to review grades and progress towards graduation. A credit recovery plan may be drafted as early as the 10<sup>th</sup> grade year or when needed for each individual student. A meeting with the student may be followed up with a parent meeting or contact with parents via phone.
- *English Learners*: Designated and Integrated ELD classes are provided for all English Learner students. Designated ELD instruction is driven by the CA ELD standards and these classes provide targeted language instruction with an aim to improve the English listening, speaking, reading and writing skills of English Learner students. Integrated ELD utilizes content standards and CA ELD Standards in tandem to support English Learner students in acquiring the language of each content area.
- *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 City of Champions students will participate in an Advisory class with the same group of students and teachers for the entirety of their secondary school career to maintain a tighter sense of community. Advisory serves as a structured time and space for students to reflect on their learning and to discuss the connection between learning and life-long success. Advisory activities are organized around four pillars: 1) school culture and safety, 2) academics, 3) social life skills and 4) civic engagement. During Advisory, students will:

- Discuss issues related to the pressures of being a young adult in secondary school including but not limited to puberty, relationships, mental health, family, substance abuse, etc.
- Acquire different study skill strategies, test-taking strategies and communication tools that will enable them to succeed in their academic career
- Learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future
- Gain self-efficacy skills that will allow them to address the barriers of learning with resiliency

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

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

### Clinical Services

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

In order to ensure services are provided free of charge, services are provided by pre- and post-graduate Marriage and Family Therapy, Psychology and Social Work interns who receive extensive training and supervision in exchange for their work. All services are supervised by one of our licensed Marriage and Family Therapists or Licensed Clinical Social Workers. Interns provide social and emotional counseling including small group and individual therapy.

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

### **Instructional Design, Methods and Strategies**

Research-based instructional frameworks may include active learning, brain-based teaching and learning, differentiated instruction and sheltered instruction to ensure the success of all students at high levels. 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 City of Champions and other Green Dot schools have used books in staff development including: 101 Active Learning Strategies (Mel Silberman, published April 1, 2016), Teaching With The Brain In Mind (Eric Jensen, published January 1, 2005), Classroom Instruction That Works (Marzano, Pickering, Pollock,

published January 15, 2012), 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 Fittzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research will allow Ánimo City of Champions teachers to learn from successful models and begin implementing strategies in their classroom.

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

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

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

### **Technology Integration in Academic Program**

Technology is widely used at all Green Dot schools to drive higher levels of achievement and prepare students for the information driven economy of the 21<sup>st</sup> 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 21<sup>st</sup> century learning, Green Dot teachers are integrating key technology skills into their curriculum. Student access to computer based lessons and activities have increased with the transition to the Common Core State Standards.

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

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

Ánimo City of Champions is committed to serving academically low achieving students. As with other Green Dot schools, Ánimo City of Champions expects that many (if not the majority) of its students may be classified as low-achieving. As such, Ánimo City of Champions’s curriculum and program is adapted to improve performance for traditionally low-achieving students. Ánimo City of Champions has a simple, but specific goal to ensure that all students are prepared for success in high school, college, leadership and life. In fact, Ánimo City of Champions’s goals for academically low achieving students are the same as its goals for its entire student body. For more information on these goals, please see the section titled “Measurable Student Outcomes” and the SLOs listed in this charter petition. Ánimo City of Champions 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 City of Champions will assess all students after enrollment in the Summer Bridge Program to determine learning strengths and weakness, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and Green Dot math diagnostics.
- Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and System 44, which are standards-aligned computer-based programs for reading and math respectively.
- Low-achieving students are also provided remediation during the Summer Bridge program, Advisory, Literacy Enrichment/Intervention, Math Foundations, Special Needs/Academic Success and/or Guided Study (an after-school program for students who do not complete their homework or struggle with it).

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

## **Socio-Economically Disadvantaged Students**

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

- **Summer Bridge:** Summer Bridge is a recommended multi-week summer program that acclimates students to the Ánimo City of Champions culture of secondary school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional supports, and staff will make the necessary adjustments to the master schedule to better accommodate them. Students receive standards-based instruction in Math and English Language Arts and are acclimated to the culture and expectations of a Green Dot school. Students will engage in culture-building exercises that promote a positive community of trust and respect. Social and personal issues will also be surfaced in small group settings complemented with educational field trips.
- **Literacy Intervention/Enrichment (Read 180):** Literacy Intervention/Enrichment is a standards-aligned program for reading is provided to students that test low in reading. Typically, this course is given to students through an elective class or during Advisory.
- **Math Foundations:** Students who are struggling in Math (not proficient and/or recommended by their Math teachers) will receive an additional period of Math support, where their teacher and tutors will work on skill building through their current curriculum, as well as remediation strategies to strengthen skills in group tutorial and one-on-one formats.
- **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.
- **Character Development in Advisory:** Advisors will consistently support students in developing characteristics of leadership, compassion, selflessness, stewardship, perseverance and hope for themselves and others. Through group bonding activities, students will trust their fellow advisees as support network for their personal and social/emotional development.

## **English Learners**

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

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

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

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

Ánimo City of Champions 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

City of Champions (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 City of Champions 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 City of Champions are served through a variety of programs designed to meet their needs. Ánimo City of Champions EL students are enrolled in both designated ELD and integrated ELD courses. Designated ELD courses include Academic English Essentials, ELD Literacy Intervention 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 City of Champions 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 CMO adopted and state mandated assessments. The data from these assessments are used for student placement in EL programs, the determination of which programs are needed at a particular school site, and reclassification. The data is reviewed by the EL teachers, English Department and school administration which makes recommendations to the District English Language Advisory Committee (DELAC) and School Advisory Council (SAC). The DELAC and SAC review data to inform programmatic and budgetary decisions each spring for the upcoming school year.

### ***ELPAC Testing***

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

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

### ***Strategies for English Learner Instruction and Intervention***

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

Ánimo City of Champions 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 creating language objectives, designing explicit language instruction, using EL student data when planning instruction, 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.<sup>4</sup> 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)
- EL Advisory
- ELD Curriculum Skills
- ELD College Readiness

***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
- 2) Grade Appropriate Reading Inventory score (Lexile):
  - 6<sup>th</sup> grade > 650
  - 7<sup>th</sup> grade > 650
  - 8<sup>th</sup> grade > 650
  - 9<sup>th</sup> grade > 750
  - 10<sup>th</sup>-12<sup>th</sup> grades > 800
- 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.
  - o Place dated reclassification form signed by the English teacher in the student's file.
  - o Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.

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<sup>4</sup> California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools

- 6) Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
  - o After fall ELPAC data is published
  - o After spring ELPAC data is published
- 7) Monitor the academic progress of RFEP students for four years.
  - o If a student scores Nearly Met or Did Not Meet the Standard on SBAC, a Tier 1, 2, or 3 intervention is initiated as appropriate.
  - o Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
  - o If a student is failing core academic classes, MTSS monitoring will be triggered.

### ***Monitoring and Evaluation of Program Effectiveness***

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

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

The curriculum at Ánimo City of Champions will be focused on providing the appropriate differentiated instruction for different students of varying ability levels, including gifted or talented students. Students achieving above grade level will be identified through standardized test scores, teacher assessments and grades, and assessment data and through the Summer Bridge program. Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and enrichment electives. Flexible grouping allows more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.<sup>5</sup> 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.<sup>6</sup> Differentiated learning classrooms, may include AP, Honors or select elective courses, professional development for these courses may be provided during the summer, as well as throughout the school year. Additional differentiation of professional development may take place during Department meetings.

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

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

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<sup>5</sup> “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009 <<http://www.nagc.org/index.aspx?id=1027>>

<sup>6</sup> 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).

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

## **Students with Disabilities**

### ***Overview***

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

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

Ánimo City of Champions shall be an independent local educational agency ("LEA") member of a SELPA in accordance with Education Code Section 47641(b).

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

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

### **Services for Students Under the "IDEA"**

Ánimo City of Champions provides special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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

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

teachers, office staff, school psychologists, counselors, special education aides, nurses, speech pathologists, and occupational therapists.

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

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

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

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

Lastly, the Charter School is committed to ensuring all stakeholders understand the needs of students with disabilities inside and outside of the classroom. The Charter School’s office staff, campus aides, service providers, special education aides, and after-school support teams receive training to understand and support the needs students with disabilities. The staff receives training twice a year on the range of disabilities we serve and supports available to our students and families. The Charter School will have a school psychologist who establishes outside partnerships to increase access to mental health services,

such as psychiatry, individual counseling, parent and family counseling, and other community resources. Finally, in order to ensure all Charter School students have access to the general education curriculum and resources, the Charter School will integrate our special educators and service providers into the Charter School's professional development. Special education and resource specialist teachers are trained, evaluated, and supported alongside the general education teaching staff.

### ***Staffing***

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

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

### ***Notification and Coordination***

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

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

### ***Identification and Referral***

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

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

Ánimo City of Champions will utilize the Student Study Team ("SST") process which improves academic and behavior success through data analysis, targeted interventions and progress monitoring. SSTs shall occur during regularly calendared times and the teams are composed of school psychologists, teachers,



parent, administrators, counselors, and any other relevant staff providing support for the student. After conclusion of the implementation of interventions designed by the SST, the team's responsibility is to determine progress and determine recommendation for special education evaluation if the student has not demonstrated adequate progress through the prescribed interventions.

### ***Assessments***

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

### ***IEP Meetings***

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

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

### ***IEP Development***

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

### ***IEP Implementation***

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

### ***Interim and Initial Placements of New Charter School Students***

Ánimo City of Champions shall comply with Education Code Section 56325 with regard to students transferring into Ánimo City of Champions within the academic school year. In accordance with

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

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

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

#### ***Non-Public Placements/Non-Public Agencies***

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

#### ***Non-discrimination***

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

#### ***Parent/Guardian Concerns and Complaints***

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

Ánimo City of Champions' designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### ***Due Process Hearings***

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

#### ***SELPA Representation***

Ánimo City of Champions understands that it shall represent itself at all SELPA meetings.

#### ***Funding***

Ánimo City of Champions understands that it will be subject to the allocation plan of the SELPA.

**Section 504 of the Rehabilitation Act**

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

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

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and

that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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

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

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

# Sample Academic Calendar

## Ánimo City of Champions Charter High School 2020-21 School Year

<b>JULY-JULIO 2020</b> S M T W TH F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>AUGUST-AGOSTO 2020</b> S M T W TH F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>SEPTEMBER-SEPTIEMBRE 2020</b> S M T W TH F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>OCTOBER-OCTUBRE 2020</b> S M T W TH F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>NOVEMBER-NOVIEMBRE 2020</b> S M T W TH F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>DECEMBER-DICIEMBRE 2020</b> S M T W TH F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>JANUARY-ENERO 2021</b> S M T W TH F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>FEBRUARY-FEBRERO 2021</b> S M T W TH F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
<b>MARCH-MARZO 2021</b> S M T W TH F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>APRIL-ABRIL 2021</b> S M T W TH F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>MAY-MAYO 2021</b> S M T W TH F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>JUNE-JUNIO 2021</b> S M T W TH F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

### 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 20, Jul 21, Jul 22, Jul 23, Jul 24
Green Dot Days/Día de Green Dot	Sep 16, Oct 14, Mar 24
Staff Development Days/Días de desarrollo para maestros	Aug 4, Aug 5, Aug 6, Aug 7, Aug 10, Aug 11
Holidays/Vacaciones	
Labor Day/Día de trabajo	Sep 7
Veteran's Day Holiday/Día de los veteranos	Nov 11
Fall Break	Nov 23, Nov 24, Nov 25, Nov 26
Thanksgiving Holiday/Día de acción de gracias	Nov 27, Nov 28
Winter Break/Vacaciones de invierno	Dec 21, Dec 22, Dec 23, Dec 24, Dec 25, Dec 26, Dec 29, Dec 30, Dec 31, Jan 1
Dr. King's Birthday/Día del Dr. King	Jan 18
Presidents' Day/Día de los presidentes	Feb 15
Spring Vacation/Vacaciones de primavera	Mar 29, Mar 30, Mar 31, Apr 1, Apr 2, Apr 5, Apr 6, Apr 7, Apr 8, Apr 9
Memorial Day/Día de Conmemoración	May 31
Minimum Days/Días Corto	
Finals	Dec 16, Dec 17, Dec 18, Jun 7, Jun 8, Jun 9
Important Dates/Fechas Importantes	
Quarter 1 Midterms	Oct 5 - 9
Quarter 3 Midterms	Mar 15 - 19
MS Collaboration Dates	

**Sample Bell Schedule**

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:30 AM-9:20 25 AM	<u>Advisory</u> Period	8:30 AM-9:20 + AM	<u>Advisory</u> Professio nal Develop ment	<del>9:358:00</del> AM-11:2 09:25 AM	Period 32	<del>9:358:00</del> AM-11:2 0 9:25 AM	Period 6	8:300 AM-9:20 25 AM	<u>Advisory</u> Period 4
9:205 AM-9:30 AM	<u>Break</u> Passing	9:2+0 AM-9:30 AM	<u>Break</u> Teacher Prep	11:20 9:25 AM-11:5 09:30 AM	<u>Lunch</u> Passing	11:20 9:25 AM-11:5 0 9:30 AM	<u>Lunch</u> Passing	9:205 AM-9:25 30 AM	passing
9:350 AM-11:2 0 10:55AM	Period 12	9:350 AM-11:2 010:55 AM	Period 45	11:509:3 0 AM-11:5 50 AM	<u>Passing</u> Period 3	11:50 9:30 AM-11:5 50 AM	<u>Passing</u> Period 1	9:2530 AM-10:1 55 AM	Period 15
11:20+0: 55 AM-11:5 025 AM	Lunch	11:20+0: 55 AM-11:5 025 AM	Lunch	110:55 AM-1:40 1:25AM PM	Period 2 Lunch	110:55 AM-1:40 1:25AM PM	Period 5 Lunch	10:25 AM-10+: 3024 AM	<u>Passing</u> Lunch
11:5025 AM-11:5 530 AM	Passing	11:250 AM-11:5 530 AM	Passing	1:401+2 5 APM-1:4 51:30 APM	passing	1:401+25 APM-1:4 5 PM 1:30AM	Passing	10:301+: 25 AM-11:2 30 AM	<u>Period 2</u> passing
11:5530 AM-1:40 2:55 PM	Period 23	11:5530 AM-1:40 2:55 PM	Period 56	1:45 PM1:30 AM-3:30 12:55 PM	Period 14	1:45 PM 11:30AM -12:55 - 3:30 PM	Period 42	11:230 AM-11:2 555 PM	<u>Passing</u> Period-6
1:40+2:5 5PM-1:4 500 PM	Passing	1:40+2:5 5 PM-1:45 00 PM	passing					11:25 AM 12:55 PM - 12:15 PM	<u>Period 3</u> Teacher Prep
1:4500 PM-3:30 2:25 PM	Period 34	1:4500 PM-3:30 2:25 PM	Period 61					12:15 PM-12:4 5 3:10 PM	<u>Lunch</u> Professio nal Develop ment
								12:45 PM-12:5 0 PM	<u>Passing</u>
								12:50 PM - 1:40 PM	<u>Period 4</u>
								1:40 PM - 1:45 PM	<u>Passing</u>
								1:45 PM - 2:35 PM	<u>Period 5</u>
								2:35 PM - 2:40 PM	<u>Passing</u>

								2:40 PM - 3:30 PM	Period 6
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### 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.

### 9<sup>th</sup> Grade Master Schedule

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

### 10<sup>th</sup> Grade Master Schedule

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

### 11<sup>th</sup> Grade Master Schedule

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

### 12<sup>th</sup> Grade Master Schedule

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

## **Professional Development**

### ***Teacher Recruitment Strategy***

Green Dot does an extensive candidate search to find high quality teachers that share the same core values of meeting students' needs with a balance for high expectations. Green Dot does an extensive candidate search to find quality applicants from diverse populations to teach within our schools. Green Dot schools hire a diverse faculty comprised of the best teachers available. We achieve this goal by continuing our rigorous national recruitment process to hire highly effective teachers who are mission-aligned. Green Dot specifically looks for candidates who demonstrate an unwavering belief in the potential of all students, are passionate about improving public education and have a growth and development mindset.

Green Dot has a multifaceted recruitment strategy that focuses on sourcing high quality new and experienced teachers. We attend job fairs and conferences, advertise nationally and locally and post open positions online. We focus recruiting efforts on collaboration with local universities and colleges, as well as like-minded organizations including Loyola Marymount, California State University, Dominguez Hills, Pepperdine, and Teach for America. We contact top graduate and education programs in the country and publicize our California schools to experienced teachers via multiple social media platforms. We recently launched our own intern program in partnership with Loyola Marymount called Adelante. Adelante is an alternate path to a single subject credential; our recruitment efforts for Adelante target Green Dot alumni and current employees working in other roles, and its coursework is largely directed by members of the Green Dot Educational Team. Additionally, we have an incentivized referral program through which internal employees recommend individuals for consideration.

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

### ***Ongoing Professional Development***

Professional development for teachers and school site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Incorporated into the daily routine at Ánimo City of Champions, 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 City of Champions 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.

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

### ***Sample Teacher Professional Development Plan***

<b><i>Semester 1</i></b>	<ul style="list-style-type: none"> <li>• New Teacher Training</li> <li>• School Retreat</li> <li>• Growth Mindset</li> <li>• Thinking Maps &amp; Follow-up</li> <li>• Power School and Power Grader</li> <li>• EADMS Training</li> <li>• Safe &amp; Civil</li> <li>• Objectives Deep Dive</li> <li>• Lesson Plan Analysis</li> <li>• Data Driven Instruction Protocol</li> <li>• Green Dot Common Assessment Program Data Review</li> <li>• Buddy Observations</li> <li>• ILT Walk Through</li> <li>• Literacy PD</li> <li>• Inquiry based learning PD</li> <li>• ELD instruction</li> <li>• Special Education</li> <li>• Mental health supports</li> </ul>
<b><i>Semester 2</i></b>	<ul style="list-style-type: none"> <li>• School Retreat</li> <li>• Semester 1 Recap</li> <li>• Interim Guiding Conference</li> <li>• Thinking Maps</li> <li>• Common Core Technology</li> <li>• Green Dot Common Assessment Program Data Review</li> <li>• Buddy Observations</li> <li>• ILT Walk Through</li> <li>• Safe &amp; Civil</li> </ul>

	<ul style="list-style-type: none"> <li>● Parent Conferences</li> <li>● Green Dot Middle School Collaboration</li> <li>● Buddy Observations</li> <li>● SBAC Planning</li> <li>● Data and Strategic Plan Review</li> <li>● ELD instruction</li> <li>● Special Education</li> <li>● Mental health supports</li> </ul>
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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 on site providing instructional leadership and 5% of their time offsite in their own professional learning hosted by Green Dot's Education Team. 95/5 is a full-day professional development session for

principals and assistant principals once a month. These sessions are focused on the strategic plan developed by the Area Superintendents as they determine the most relevant focus areas based on their coaching sessions. Area Superintendents will follow up with each leader in their biweekly coaching sessions to reflect upon their participation in the 95/5 and applicable next steps for their school site.

- **Principals Retreat:** Two-day retreat for all Principals, Assistant Principals, and Administrators-in-Residence. The retreat allows Principals to reflect, evaluate progress and share promising practices.
- **Administrator-in-Residence Program:** One-year on-the-job training program for new school leaders with an emphasis on instructional leadership, resource management, people management, community leadership and problem-solving.

## Sports and Clubs

Ánimo City of Champions 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 City of Champions 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 high school, college, leadership and life.

Our master schedule is designed to meet the needs of our students. Our curriculum and focus on the California content standards and Common Core standards provide a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated interventions into our daily schedule, including reading and math support, Read 180, and an Advisory course. Our Advisory course allows students to create a one-on-one relationship with their teacher and also is a conduit for college readiness, leadership development and overall youth development.

In each classroom, students will be taught by a well 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 ~~attend~~attending a parent education workshop.

### *Sample Student School Day*

Time	Activity
<b>7:15-7:55</b>	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 <del>8:15</del> <u>7:50</u> , the bell rings, and our group immediately heads <u>to Advisory Period 1</u> .
<b>8:30-9:20</b>	<u>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!</u>
<del>9:35-11:20</del> <b>9:25</b>	Arriving at English class, my English teacher greets me with a “Good morning, Ashley” and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group’s interpretation.
<del>9:30-10:55</del>	<del>I head with several classmates to Drama class. We are learning about improvisation and practicing it small groups.</del>
<del>11:20-11:50</del> <del>11:55-11:25</del>	During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school.
<del>11:55-1:40</del> <b>12:55</b>	Math! It’s definitely my hardest subject this year. I review the math “Do Now” on the whiteboard and begin to tackle the problem. After our class finishes the “Do Now”, we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my Math teacher’s office hours so I can work on this with him.
<del>1:45-3:30</del> <b>2:25</b>	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.
<del>2:30-3:10</del>	<del>My last class for the day is Technology. I'm currently creating a PowerPoint presentation on UCLA for my big presentation next week!</del>
<b>3:30-4:30</b>	I walk to the after school program with my brother. After eating a snack and reading a book, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask my math teacher. Around 4:30pm, I head home to enjoy some family time.

### **Dissemination of Practice**

Green Dot and Ánimo City of Champions are committed to collaborating closely with the Los Angeles County Office of Education (“LACOE”) and other schools in order to share promising practices and learn from each other. Ánimo City of Champions will share practices with LACOE 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 City of Champions intends to have both formal and informal interactions and communications with LACOE and with other schools in order to foster learning and sharing. Ánimo City of Champions plans to host regular school visits, share relevant materials and communicate electronically on an ongoing basis.

Because Green Dot has a network of charter schools, LACOE will benefit even further as Green Dot can disseminate best practices not only from Ánimo City of Champions but also from Green Dot's other charter schools.

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

### Education Code Section 47605(c)(5)(B)

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

### Education Code Section 47605(c)(5)(C)

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

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

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

Ánimo City of Champions students will be:

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

- Informed participants in the democratic process

***Animo City of Champions Goals, Actions and Outcomes in and aligned with the Eight State Priorities, Schoolwide and for Student Subgroups***

LCFF STATE PRIORITIES						
GOAL #1						
Provide for Basic Services				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<p><b>Outcome 1:</b></p> <ul style="list-style-type: none"> <li>• All teacher candidates screened for employment will hold an appropriate CA Teaching Credential with appropriate EL authorization</li> <li>• Green Dot Human Resources and Human Capital departments will regularly review credential status</li> <li>• Administrators will check teacher credentials before developing the school's master schedule</li> </ul> <p><b>Outcome 2:</b></p> <ul style="list-style-type: none"> <li>• All ELA and Math "Course at a Glance" materials and curriculum maps will be aligned to CA Common Core State Standards</li> <li>• Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development</li> <li>• Appropriate allocations will be made for standards-aligned materials in the school budget</li> <li>• 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</li> </ul> <p><b>Outcome 3:</b></p> <ul style="list-style-type: none"> <li>• Charter School will design its master schedule to meet the needs of all its students</li> <li>• Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed</li> <li>• 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</li> </ul> <p><b>Outcome 4:</b></p> <ul style="list-style-type: none"> <li>• Administrators and counselors will assess student needs to inform master schedule</li> <li>• School will employ at least 1 teacher credentialed to teach PE</li> </ul> <p><b>Outcome 5:</b></p> <ul style="list-style-type: none"> <li>• Administrators and counselors will assess student needs to inform master schedule</li> <li>• School will employ at least 1 teacher credentialed to teach VAPA elective</li> </ul> <p><b>Outcome 6:</b></p> <ul style="list-style-type: none"> <li>• Daily general cleaning by custodial staff will maintain campus cleanliness</li> <li>• Regular facility inspections and audits will screen for safety hazards</li> <li>• Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate</li> </ul>						
Expected Annual Measureable Outcomes						
<b>Outcome #1:</b> Maintain the assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching <b>Metric/Method for Measuring:</b> Percent of credentialed teachers						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome #2:</b> <i>Students will have access to standards-aligned materials and additional instructional materials as outlined in the school’s charter petition</i>						
<b>Metric/Method for Measuring:</b> <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	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome #3:</b> <i>Students will have access to the educational program as outlined in the school’s charter petition</i>						
<b>Metric/Method for Measuring:</b> <i>100% of high school courses will be reviewed and approved in the Green Dot Course Catalog and Master schedules will reflect that students are enrolled in and have access to a broad range of courses that are appropriate for student needs</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
<b>Outcome #4:</b> <i>Students will participate in at least one year of Physical Education throughout their high school career</i>						
<b>Metric/Method for Measuring:</b> <i>School will offer at least one Physical Education course offering</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	1	1 or more	1 or more	1 or more	1 or more	1 or more
<b>Outcome #5:</b> <i>Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career</i>						
<b>Metric/Method for Measuring:</b> <i>School will offer at least one visual and performing art (VAPA) elective</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	0	1 or more	1 or more	1 or more	1 or more	1 or more
<b>Outcome #6:</b> <i>School facilities are maintained in good repair</i>						
<b>Metric/Method for Measuring:</b> <i>90% in good or exemplar repair</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	99%	Greater than 90%	Greater than 90%	Greater than 90%	Greater than 90%	Greater than 90%
GOAL #2						
Proficiency for All				Related State Priorities:		
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						



**Outcomes 7, 8, 9:**

- All classroom instruction will be conducive to student learning in adequate learning environments<sup>7</sup>
- Students will have access to appropriate CCSS/CA content standard 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<sup>8</sup>

**Outcomes 10, 11:**

- 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 CA ELD Standards and ELD instructional strategies
- Teachers will be provided with ELD professional development
- The campus Instructional Leadership Team and District English Learner Advisory Committee will review the progress of EL students twice per year to make recommendations for program supports, student placement, individual student supports
- The Green Dot Education Team will review progress of ELD students once per year at a program review

**Expected Annual Measureable Outcomes**

**Outcome #7:** 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	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2019-20 school year <sup>9</sup>	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
Socioecon. Disadv./Low Income Students	To be determined in 2019-20 school year	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
African American Students	To be determined in 2019-20 school year	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
Latino Students	To be determined in	Greater than previous	Greater than previous year or	Greater than previous	Greater than previous year or	Greater than previous year or

<sup>7</sup> An adequate learning environment is safe, clean, and conducive to learning with furniture and resources needed for a teacher to execute classroom instruction.

<sup>8</sup> Student are assessed in non-core subjects with formative and summative assessments to measure their demonstration of mastery of the standards.

<sup>9</sup>Students in 9<sup>th</sup> and 10<sup>th</sup> grade do not take the SBAC. Reading Inventory, an internal growth assessment, data shows that in the 18-19 school year, 72% of students met their growth goal, with 56% meeting their stretch goal. Students grew 130 lexile points, or roughly 1.5 years.

	2019-20 school year	year or statewide average	statewide average	year or statewide average	statewide average	statewide average
<b>Outcome #8:</b> Increase the percent of students scoring Met Standard and above on SBAC Math assessments or outperform statewide average						
<b>Metric/Method for Measuring:</b> Percent of students scoring Met Standard and above on SBAC						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2019-20 school year <sup>10</sup>	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
Socioecon. Disadv./Low Income Students	To be determined in 2019-20 school year	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
African American Students	To be determined in 2019-20 school year	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
Latino	To be determined in 2019-20 school year	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average	Greater than previous year or statewide average
<b>Outcome #9:</b> School will meet the annual API Growth Target or equivalent						
<b>Metric/Method for Measuring:</b> API Growth Target or equivalent						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	N/A <sup>11</sup>	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed
<b>Outcome #10:</b> Increase the percent of EL students who reclassify as Fully English Proficient						
<b>Metric/Method for Measuring:</b> Percent of EL students who reclassify as Fully English Proficient						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	24%	+/-5% of 24% or greater	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

<sup>10</sup> Students in 9th and 10th grade do not take the SBAC. The iReady, internal growth assessment, data shows that in the 18-19 school year, students grew an average of 15 quantile points, or over one year, with 54% of students are meeting their typical goal

<sup>11</sup> API was not calculated for the previous school year.

<b>Outcome #11:</b> Increase the percent of EL students scoring “Level 3” and “Level 4” on the English Language Proficiency Assessment for California (“ELPAC”) annual assessment						
<b>Metric/Method for Measuring:</b> Percent scoring “Level 3” or “Level 4”						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	Baseline not available <sup>12</sup>	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%
<b>GOAL #3</b>						
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"/> :		
<b>Specific Annual Actions to Achieve Goal</b>						
<p><b>Outcome 12:</b></p> <ul style="list-style-type: none"> <li>Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course Catalog</li> <li>Students will meet with counselors to identify an A-G pathway suited to their needs</li> </ul> <p><b>Outcome 13:</b></p> <ul style="list-style-type: none"> <li>A recommended application process is provided to all schools to ensure that all students have access to AP courses</li> <li>Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams</li> </ul> <p><b>Outcomes 14, 15:</b></p> <ul style="list-style-type: none"> <li>EAP prep will be incorporated into the 11th grade curriculum</li> <li>All 11th graders will take EAP exams as part of the A-G pathway</li> </ul> <p><b>Outcome 16:</b></p> <ul style="list-style-type: none"> <li>Students will attend regular meetings with their school counselors to discuss pathways and requirements</li> <li>Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed</li> <li>Student intervention after high truancy or absenteeism</li> <li>Students not meeting the attendance standard will be entered into the SART process</li> </ul> <p><b>Outcome 17:</b></p> <ul style="list-style-type: none"> <li>Parents/guardians will be notified of graduation requirements</li> <li>Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed</li> <li>Progress reports will be sent home to parents/guardians; conferences are scheduled when needed</li> <li>Students not meeting the attendance standard will be entered into the SART process</li> <li>School will provide access to credit recovery as needed</li> </ul>						
<b>Expected Annual Measureable Outcomes</b>						
<b>Outcome #12:</b> Increase the percent of graduates that successfully complete A-G course requirements or greater than 70%						
<b>Metric/Method for Measuring:</b> Percent of graduates completing A-G requirements						
APPLICABLE STUDENT GROUPS <sup>13</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2020-21 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year

<sup>12</sup> Based on 2018-19 data, 19% of students met qualifying ELPAC criteria. This is an increase from the 2017-18 school year which showed 8% of EL students met qualifying ELPAC criteria.

<sup>13</sup> Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

Socioecon. Disadv./Low Income Students	To be determined in 2020-21 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
African American Students	To be determined in 2020-21 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Latino Students	To be determined in 2020-21 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Students with Disabilities	To be determined in 2020-21 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
<b>Outcome #13:</b> Increase the percent of graduating students who take Advanced Placement (“AP”) exams and earn at least one passing score of 3 or above <b>Metric/Method for Measuring:</b> Percent of students taking AP courses and earning passing grades						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Socioecon. Disadv./Low Income Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
African American Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Latino Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
<b>Outcome #14:</b> Increase EAP passage rates – ELA <b>Metric/Method for Measuring:</b> Percent of students passing EAP						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Socioecon. Disadv./Low Income Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year

African American Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Latino Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Expected Annual Measureable Outcomes						
<b>Outcome #15: Increase EAP passage rates – Math</b>						
<b>Metric/Method for Measuring:</b> <i>Percent of students passing EAP</i>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Socioecon. Disadv./Low Income Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
African American Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
Latino Students	To be determined in 2019-20 school year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year	Greater than previous year
<b>Outcome #16: School will maintain low cohort dropout rates or lower than 8%</b>						
<b>Metric/Method for Measuring:</b> <i>Cohort dropout rate</i>						
APPLICABLE STUDENT GROUPS <sup>14</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2020-21 school year	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
Socioecon. Disadv./Low Income Students	To be determined in 2020-21 school year	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
African American Students	To be determined in 2020-21 school year	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
Latino Students	To be determined	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%

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

	in 2020-21 school year					
Students with Disabilities	To be determined in 2020-21 school year	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%	Lower than 8%
<b>Outcome #17:</b> Increase graduation rate or greater than 85%						
<b>Metric/Method for Measuring:</b> Graduation rate						
APPLICABLE STUDENT GROUPS <sup>15</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2020-21 school year	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
Socioecon. Disadv./Low Income Students	To be determined in 2020-21 school year	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
African American Students	To be determined in 2020-21 school year	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
Latino Students	To be determined in 2020-21 school year	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
Students with Disabilities	To be determined in 2020-21 school year	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%	Greater than 85%
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						

<sup>15</sup> Applicable subgroups defined as subgroups with a statistically significant sample size for the 2018-19 LCAP.

**Outcome 18:**

- School will provide a safe, nurturing and engaging learning environment for all students, including those of the various subgroups enrolled
- Parents/guardians and families will be engaged throughout year
- School will recognize perfect attendance and students who achieve 95%+ attendance
- Students not meeting the attendance standard will be entered into the SART process

**Outcome 19:**

- Parents/guardians and students will be informed of school attendance policies specified in the Parent-Student Handbook
- Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed
- Student intervention after high truancy or absenteeism
- Students not meeting the attendance standard will be entered into the SART process

**Outcomes 20, 21:**

- School will continue its implementation of Safe & Civil strategies, which includes alternatives to suspension such as in-school suspension, lunch detention, Saturday school, etc.
- School will promote positive behavior supports
- School will implement consistent classroom behavior expectations school-wide
- Administrators and the Safe & Civil team will regularly review real-time discipline data and reports
- Families will be involved in the educational process
- School prohibits suspension for willful defiance
- Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually

**Expected Annual Measureable Outcomes**

**Outcome #18: School will maintain a high Average Daily Attendance (“ADA”) rate**

**Metric/Method for Measuring: ADA rate**

APPLICABLE STUDENT GROUPS <sup>16</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	96%	90% or more	90% or more	90% or more	90% or more	90% or more
Socioecon. Disadv./Low Income Students	96%	90% or more	90% or more	90% or more	90% or more	90% or more
African American Students	96%	90% or more	90% or more	90% or more	90% or more	90% or more
Latino Students	96%	90% or more	90% or more	90% or more	90% or more	90% or more
Students with Disabilities	95%	90% or more	90% or more	90% or more	90% or more	90% or more

**Outcome #19: School will decrease student chronic absenteeism rate or less than 10%**

**Metric/Method for Measuring: Chronic absenteeism rates**

APPLICABLE STUDENT GROUPS <sup>17</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	22.6%	Lower than 12.3%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Socioecon. Disadv./Low Income Students	23.7%	Lower than 11.9%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
African American Students	18.9%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%

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

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

Latino Students	26.3%	Lower than 13.2%	Lower than 10%	Lower than 10%	Lower than 10%	Lower than 10%
Students with Disabilities	28.3%	Lower than 14.2%	Lower than 11%	Lower than 10%	Lower than 10%	Lower than 10%
<b>Outcome #20:</b> School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less or reduce by 50%						
<b>Metric/Method for Measuring:</b> Suspension rate						
APPLICABLE STUDENT GROUPS <sup>18</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	9.8%	5% or less	5% or less	5% or less	5% or less	5% or less
Socioecon. Disadv./Low Income Students	9.8%	5% or less	5% or less	5% or less	5% or less	5% or less
African American Students	11.3%	5.7% or less	5% or less	5% or less	5% or less	5% or less
Latino Students	8.8%	5% or less	5% or less	5% or less	5% or less	5% or less
Students with Disabilities	11.3%	5.7% or less	5% or less	5% or less	5% or less	5% or less
<b>Outcome #21:</b> School will maintain a low annual expulsion rate less than 0.5%						
<b>Metric/Method for Measuring:</b> Expulsion rate						
APPLICABLE STUDENT GROUPS <sup>19</sup>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	1.4%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
African American Students	1.4%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
Latino Students	1.4%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%	Lower than 0.5%
<b>GOAL #5</b>						
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						

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

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



**Outcome 22:**

- Charter School will ask for parent volunteers to serve on the School Advisory Council

**Outcome 23:**

- 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 24:**

- 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 #22:** 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	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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 #23:** At least 2 parent activities or events will be held per semester

**Metric/Method for Measuring:** Number of parent activities

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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 #24:** 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	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	84%	At least 80%	At least 80%	At least 80%	At least 80%	At least 80%

Additionally, Ánimo City of Champions will monitor student progress in 9<sup>th</sup> and 10<sup>th</sup> grades using nationally normed internal assessments. Ánimo City of Champions projects it will use Reading Inventory to measure student progress in literacy and i-Ready to measure student progress in math. Based on the most recently available data for Ánimo City of Champions, expected growth goals for one year provided by Reading Inventory and i-Ready model that students should grow 55.3 lexile points and 11.3 scale-score points per year in Reading Inventory and i-Ready, respectively. Ánimo City of Champions will evaluate projected growth for 9<sup>th</sup> and 10<sup>th</sup> grade students at the beginning of each year and compare student growth for the school year to projected growth. Ánimo City of Champions retains the ability to use different yet comparable nationally normed internal assessments for literacy and math to monitor student progress that meets the criteria referenced in Education Code Sections 47607 or 47607.2. Ánimo City of Champions will inform its authorizer if it adopts new internal assessments. Such changes do not necessitate a material revision to the charter petition.

**9<sup>th</sup> and 10<sup>th</sup> Grade Literacy Progress:** School will monitor growth in literacy

**Metric/Method for Measuring:** Reading Inventory lexile points grown compared to projected lexile growth

<u>Applicable Student Groups</u>	<u>Baseline Projected Growth for 2019-20</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
<u>All Students (Schoolwide)</u>	<u>55.3</u>	<u>Greater than 2020-21 projected growth</u>	<u>Greater than 2021-22 projected growth</u>	<u>Greater than 2022-23 projected growth</u>	<u>Greater than 2023-24 projected growth</u>	<u>Greater than 2024-25 projected growth</u>
<u>Socioecon. Disadv./Low Income Students</u>	<u>56.9</u>	<u>Greater than 2020-21 projected growth</u>	<u>Greater than 2021-22 projected growth</u>	<u>Greater than 2022-23 projected growth</u>	<u>Greater than 2023-24 projected growth</u>	<u>Greater than 2024-25 projected growth</u>
<u>African American Students</u>	<u>49.1</u>	<u>Greater than 2020-21 projected growth</u>	<u>Greater than 2021-22 projected growth</u>	<u>Greater than 2022-23 projected growth</u>	<u>Greater than 2023-24 projected growth</u>	<u>Greater than 2024-25 projected growth</u>
<u>Latino Students</u>	<u>65.6</u>	<u>Greater than 2020-21 projected growth</u>	<u>Greater than 2021-22 projected growth</u>	<u>Greater than 2022-23 projected growth</u>	<u>Greater than 2023-24 projected growth</u>	<u>Greater than 2024-25 projected growth</u>
<u>Students with Disabilities</u>	<u>94.5</u>	<u>Greater than 2020-21 projected growth</u>	<u>Greater than 2021-22 projected growth</u>	<u>Greater than 2022-23 projected growth</u>	<u>Greater than 2023-24 projected growth</u>	<u>Greater than 2024-25 projected growth</u>
<u>English Learners</u>	<u>127.0</u>	<u>Greater than 2020-21 projected growth</u>	<u>Greater than 2021-22 projected growth</u>	<u>Greater than 2022-23 projected growth</u>	<u>Greater than 2023-24 projected growth</u>	<u>Greater than 2024-25 projected growth</u>

### **9<sup>th</sup> and 10<sup>th</sup> Grade Math Progress: School will monitor growth in math**

**Metric/Method for Measuring:** *i-Ready scale score points grown compared to projected i-Ready scale score points growth*

<u>Applicable Student Groups</u>	<u>Baseline Projected Growth for 2019-20</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
<u>All Students (Schoolwide)</u>	<u>11.2</u>	<u>Greater than 2020-21</u>	<u>Greater than 2021-22</u>	<u>Greater than 2022-23</u>	<u>Greater than 2023-24</u>	<u>Greater than 2024-25</u>

		<u>projected</u> <u>growth</u>	<u>projected</u> <u>growth</u>	<u>projected</u> <u>growth</u>	<u>projected</u> <u>growth</u>	<u>projected</u> <u>growth</u>
<u>Socioecon. Disadv./Low Income Students</u>	<u>11.3</u>	<u>Greater</u> <u>than</u> <u>2020-21</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2021-22</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2022-23</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2023-24</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2024-25</u> <u>projected</u> <u>growth</u>
<u>African American Students</u>	<u>11.4</u>	<u>Greater</u> <u>than</u> <u>2020-21</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2021-22</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2022-23</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2023-24</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2024-25</u> <u>projected</u> <u>growth</u>
<u>Latino Students</u>	<u>11.1</u>	<u>Greater</u> <u>than</u> <u>2020-21</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2021-22</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2022-23</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2023-24</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2024-25</u> <u>projected</u> <u>growth</u>
<u>Students with Disabilities</u>	<u>11.9</u>	<u>Greater</u> <u>than</u> <u>2020-21</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2021-22</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2022-23</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2023-24</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2024-25</u> <u>projected</u> <u>growth</u>
<u>English Learners</u>	<u>11.8</u>	<u>Greater</u> <u>than</u> <u>2020-21</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2021-22</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2022-23</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2023-24</u> <u>projected</u> <u>growth</u>	<u>Greater</u> <u>than</u> <u>2024-25</u> <u>projected</u> <u>growth</u>

### 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 Initial Assessment 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 Summative Assessment is administered in the spring to all students classified as English learners until students are designated English fluent and reclassified.
- **State-Required Standardized Tests:** All state-required tests are given and analyzed closely. 8<sup>th</sup> grade scores for incoming 9<sup>th</sup> 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 growth for 9<sup>th</sup> and 10<sup>th</sup> grade students in reading and math in absence of a state required assessment. Each fall, English Learner students will also take the Green Dot EL Language Proficiency Benchmark, which is based on the ELPAC tasks, in Designated ELD courses to measure EL student progress so that teachers can determine appropriate supports.
- **Traditional Classroom Assessments:** Quizzes, essays, projects and exams are delivered regularly in classes.
- **Other Assessments:** Students are also measured regularly in non-curricular areas such as class attendance and discipline.

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

### **Measuring Pupil Outcomes: Summative Assessment Performance Targets**

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

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

### **Measuring Progress Towards Outcomes: Formative Assessment**

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

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

#### ***Assessment Tools***

<b>Subject Area</b>	<b>Aligned State Standards</b>	<b>Assessment</b>	<b>Time(s) Given</b>
English Language Arts	- Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works	Reading Inventory * (formative and summative)	Summer Bridge & 2 times per year
		Green Dot Common Assessment (unit)	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 or at enrollment
		ELPAC Initial (formative)	Summer Bridge or within 30 days of first US school enrollment
		ELPAC Summative	Spring
		Green Dot EL Language Proficiency Benchmark Assessment (formative)	Fall
		EDGE* (formative & summative)	Throughout school year
History/ Social Science	<ul style="list-style-type: none"> <li>- Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view</li> <li>- Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American History</li> </ul>	Green Dot Common Assessment (quarter)	Quarterly
		Glencoe* History / Teacher Created Tests (formative)	Throughout school year
Mathematics	<ul style="list-style-type: none"> <li>- Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers</li> <li>- Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data</li> <li>- Students conceptually understand and work with ratios and proportions</li> <li>- Students will demonstrate ability to manipulate numbers and equations</li> <li>- Students will make conversions between different units of measurement</li> <li>- Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations</li> </ul>	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	- 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	Physical Fitness Test	Spring

	and establish goals for lifetime habits of regular physical activity		
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\*Assessment vendors subject to change based on recommendations and annual reviews conducted by the Green Dot Education Team.

Ánimo City of Champions 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 City of Champions administrators must help teachers devise a plan for sharing interim data with students and parents.
- Ánimo City of Champions 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 12<sup>th</sup> grade project that demands evidence of student learning for their four years of education at Ánimo City of Champions, 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 12<sup>th</sup> 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 City of Champions will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographics and other characteristics (e.g., proximity to school, incoming student performance).

### ***Comparison Schools***

Ánimo City of Champions 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 City of Champions is also serving similar demographic characteristics as Inglewood Unified School District neighborhood schools.

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

College-prep, rigorous assessments that are aligned to Common Core and State standards will be provided to all Ánimo City of Champions 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 City of Champions 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 City of Champions will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. Incoming 9<sup>th</sup> 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 City of Champions 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 City of Champions 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 City of Champions 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 City of Champions 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 City of ~~Champions~~ Champions, 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 authorizer 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, authorizer, 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 City of Champions will have a performance dashboard developed by Green Dot in order to measure the performance of all stakeholders in the school. The scorecard includes teacher, parent and student surveys, which are part of the matrix shown below. Communication of these outcomes will include student self-reflection activities integrated into classroom instruction post-assessment. Teacher reflection and analysis of data in professional development will be integrated into the year-long professional development calendar. Communication to parents may be in large group settings such as parent workshops or open forums. Individual communication to parents will come in the form of progress reports, grade reports, parent conferences and school letters.

#### Matrix of Evidence to Improve Pupil Learning

	Measure	Analyze	Develop Action Plan and Set Goals
Students	<ul style="list-style-type: none"> <li>• State Tests</li> <li>• Classroom Projects and Grades</li> <li>• Attendance</li> <li>• Retention Rate</li> <li>• Disciplinary Actions</li> </ul>	<ul style="list-style-type: none"> <li>• Compare with similar schools and to all California schools</li> <li>• Identify root causes of performance increases or decreases in each area</li> </ul>	<ul style="list-style-type: none"> <li>• Create plan for improvement in low performing areas</li> <li>• Set targets for next academic year</li> <li>• Improvement required annually</li> </ul>



Teachers	<ul style="list-style-type: none"> <li>Teacher Performance Evaluations</li> <li>Student Performance in Individual Classes</li> <li>Teacher Satisfaction Surveys from Students</li> <li>Teacher Retention</li> </ul>	<ul style="list-style-type: none"> <li>Identify strengths &amp; opportunity areas for each teacher</li> <li>Compare with previous scorecards</li> <li>Analyze “life cycle of teachers” to identify breakdowns (recruiting, staff development, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Attendance at School Parent Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Compare with previous years and across Green Dot</li> <li>Identify internal and external forces affecting performance</li> </ul>	<ul style="list-style-type: none"> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> </ul>
Principal / Admin.	<ul style="list-style-type: none"> <li>Student Performance</li> <li>Student Satisfaction</li> <li>Teacher Performance</li> <li>Teacher Satisfaction</li> <li>Fiscal Management</li> <li>Parent Satisfaction</li> <li>Area Superintendent Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Compare with previous years, across Green Dot &amp; similar schools</li> </ul>	<ul style="list-style-type: none"> <li>Create plan for improvement in low performing areas</li> <li>Set targets for next academic year</li> </ul>
Green Dot Management	<ul style="list-style-type: none"> <li>Academic Performance at Individual Schools</li> <li>Staff Performance and Retention</li> <li>Organizational Culture</li> <li>Operations and Fiscal Management</li> </ul>	<ul style="list-style-type: none"> <li>Compare with previous years and targets set by Board</li> </ul>	<ul style="list-style-type: none"> <li>Create plan for improvement in low performing areas</li> <li>Set targets with Board for next academic year</li> </ul>

### Identification of Who will be Accountable for Student Progress

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

As California implements the Every Student Succeeds Act (“ESSA”), Ánimo City of Champions will work with its staff to ensure it meets all ESSA requirements, including ensuring that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Ánimo City of Champions will implement all provisions of ESSA that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program and publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. Ánimo City of Champions may also implement extended learning for students falling behind who need extra help. Ánimo City of Champions will participate in all assessments required by the State of California. Furthermore, Ánimo City of Champions will go through the WASC accreditation process in the 2019-20 school year.

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

#### ***Grading***

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

Green Dot requires that all of its teachers publish a grading policy for each course. Teachers publish course grading policies in each course's syllabus and review the grading policy with the school site principal for approval. As with other Green Dot schools, Ánimo City of Champions' 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, or an eligible student's participation in Charter School's Extended Semester Program, warrant giving the student additional time to fulfill the course work. These grades must be removed within eight weeks of the next semester, or they become an "F".
- 2) Courses typically assign a percentage of a student's total course grade to each of the following categories: homework, quizzes, mid-terms, finals, and class projects. A "typical" class will assign 15% of the total course grade to homework, 20% to quizzes, 20% to mid-terms, 30% to final exams, and 15% to class projects such as portfolios, presentations, or other authentic assessments.

#### ***Parent Communications***

##### **Parent-Student-Teacher Conferences**

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

### Progress Reports

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

### Report Cards

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

### ***Promotion/Graduation and Retention***

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

Student credits determine a student's progress towards the next grade level at the high school level. Students who do not have the appropriate number of credits may not be permitted to move to the next grade until they have attained adequate achievement in their present grade level. This policy is designed to cease social promotion and ensure appropriate learning for each child. On-going communication with parents via conferences, progress reports, and report cards would provide initial notification of concerns with student academic performance. If a school is going to retain a student, a conference will be held with the Principal, counselor, student and parent to ensure clear supports are in place for improving student outcomes.

The following criteria will be considered for promotion:

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

### ***Graduation Requirements***

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

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

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

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

## Element 4: Governance

### **Education Code Section 47605(c)(5)(D)**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”*

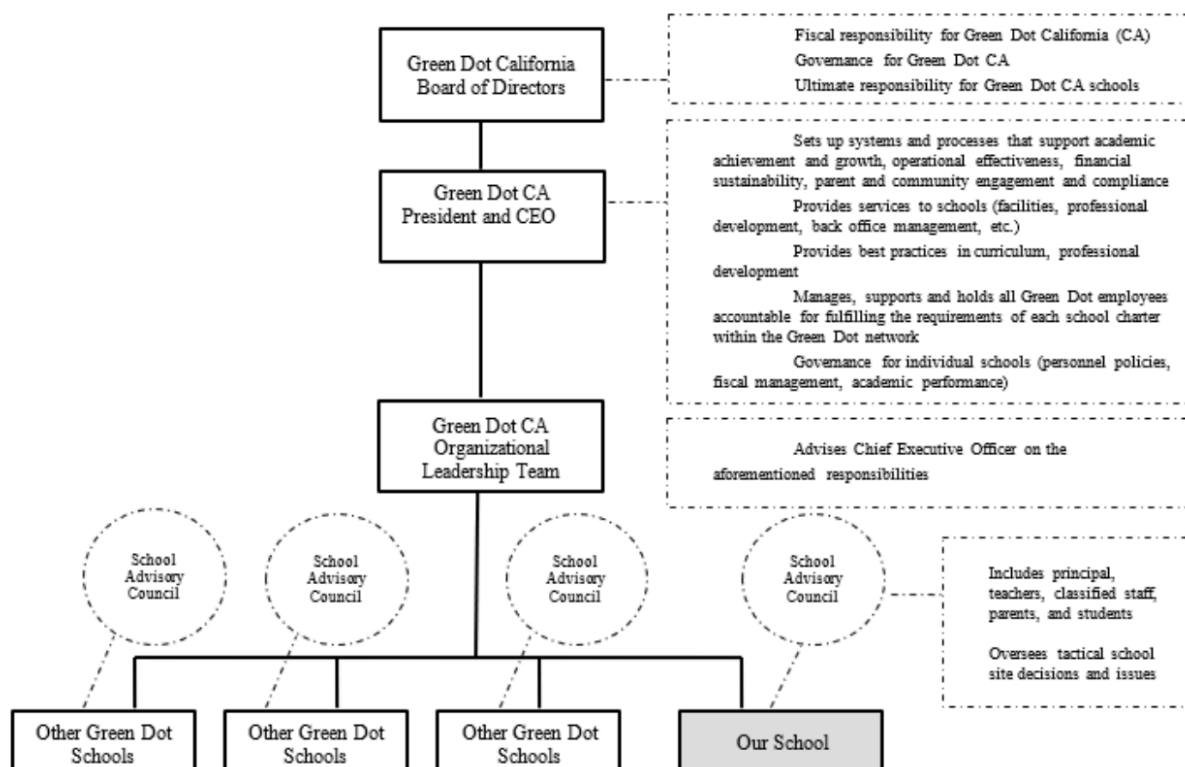
### **Nonprofit Public Benefit Corporation**

Ánimo City of Champions will be a directly funded independent charter school governed and operated by Green Dot Public Schools California, a nonprofit public benefit corporation in accordance with Education Code section 47604(a). 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 City of Champions will rest with the California Board of Directors.

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

Attached please find the Green Dot Articles of Incorporation and Bylaws.

## 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 City of Champions 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 31<sup>st</sup> 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 31<sup>st</sup> 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 reappointment 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 the strategic direction of the region;
- Ensure financial sustainability by approving the organizational budget and each campus’ budget as well as monitor the budget regularly;
- Monitor and manage academic and operational performance of the region and each school;
- Hire and manage school leaders, teachers, and other staff;
- Provide supports and interventions to schools to support schools in achieving performance goals;
- Review and approve the annual audit;
- Set and approve major school policies;
- Conduct student expulsion and employee termination appeals;
- Maintain Board operations;
- Provide consultation in areas of expertise – legal, real estate, finance, public and media relations, education, community engagement, legislation, government relations and labor relations;
- Nominate additional Board members;
- Support in fundraising efforts;
- Act as an ambassador for Green Dot and promote awareness of the organization and its successes with community leaders, funders and influencers; and
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations.

The California Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which 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 and in accordance with the provisions of the Ralph M. Brown Act (“Brown Act”) and Education Code Section 47604.1(c). 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 Inglewood, remain

informed of matters pertaining to Green Dot and Ánimo City of Champions. Board actions are recorded in meeting minutes and copies made available to the public via the Green Dot website. The public may request Board records by calling Green Dot's Home Office at (323) 565-1600 or via email at [info@greendot.org](mailto: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, as defined by Education Code 47604.1(c);
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 County when discussing or transaction business of a charter authorized by the County; 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 City of Champions 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 City of Champions 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 member are limited to approximate one-year terms in the board member's first term, and then extended to two-year terms thereafter. Board members must be re-elected at the end of each term. New candidates nominated to the 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. The Board of Directors will receive training on topics to include, at minimum, ethics (AB 2158), conflicts of interest, and the Brown Act. Complete biographies of Board members are available on Green Dot California's website.

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

### **School Administration**

Ánimo City of Champions' 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 City of Champions' 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 School Advisory Council ("SAC"), which serves a similar purpose to a School Site Council, develops, maintains, reviews, and approves the Charter School's Single School Plan, reviews the school's strategic plan, monitors its implementation throughout the year, and provides numerous opportunities for students and parents to contribute to the school's operations and growth, and reviews the school budget to assure spending is in accordance with the goals of the Single School Plan. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities. The SAC may provide input on: curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar.



The SAC meets monthly when school is in session and is led by the principal. All regular and special meetings of the SAC are open to the public. The SAC shall be composed in the following manner to ensure parity:

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

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

Ánimo City of Champions' 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 City of Champions' 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 district-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 City of Champions 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 City of Champions. 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 City of Champions (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 City of Champions 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 City of Champions 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 City of Champions with a plan to assess student achievement and growth.

Ánimo City of Champions 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 City of Champions' 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 City of Champions 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 fall/winter, the budget will be developed for the following fiscal year by the Finance and Accounting, and Operations departments in conjunction with the principal. The final budget will be presented and approved by the Board no later than June. 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 LACOE.

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 and

year end forecast are presented to the Green Dot Board, with major adjustments needing to be approved by the Green Dot Board.

### **Purchasing**

Purchasing will be centralized at Green Dot Home Office to ensure that Ánimo City of Champions receives competitive prices and great service. This provides Ánimo City of Champions 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 City of Champions 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 City of Champions 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.

### **Knowledge Management**

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

#### Daily Service:

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

### **Information Technology ("IT")**

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

#### Daily Service:

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

### **Human Resources**

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

#### Daily Service:

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

## Element 5: Employee Qualifications

### Education Code Section 47605(c)(5)(E)

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

### EQUAL EMPLOYMENT OPPORTUNITY

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

Ánimo City of Champions 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 City of Champions to experienced school leaders, teachers and counselors.

### Job Descriptions

#### *Principal Job Description*

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

#### *Assistant Principal Job Description*

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

#### *Teacher Job Description*

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

- Special projects and duties outside of primary teaching responsibility as assigned

*Special Education Teacher*

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

Beyond the principal, assistant principal(s) and teachers, other school employees will be hired. Green Dot's recommended staffing model calls for at least one counselor, a school operations manager, a parent coordinator, a campus aide and/or instructional aide. Since staffing is a local decision, the Ánimo City of Champions 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 City of Champions 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 City of Champions has the discretion to hire other classified personnel as needed.

*Counselor Job Description*

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

*School Operations Manager Job Description*

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

- Oversees other tasks or special projects as needed

*Parent Coordinator Job Description*

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

*Office Assistant Job Description*

- Participate in Green Dot and individual professional development programs. Participate in other events aimed at promoting or developing Green Dot and its schools
- Answer telephone to provide information, take and relay messages and transfer calls
- Assist in making phone calls to parents to communicate important information
- Greet visitors to school, determine nature of business and direct visitors to destination
- Process incoming and outgoing mail and assist in assembling mailers such as report cards, newsletters and attendance letters
- Filing and copying
- Ensure copy machines, printers and scanners are functional and place order for toner, staples and other supplies for zero downtime; contact copier technician for copy breakdown issues
- Assist in managing student traffic flow in the main office (i.e. discipline, medical, emergency situations, etc.)
- Manage tracking of the textbook inventory; checkout and check-in books for students. Assist in managing the uniform loaner room (i.e. inventory, sign-out/sign-in, etc.)
- Maintain student files. Accurately enter attendance data such as tardy slips, excuse notes and attendance from substitute teachers.
- Assist with tracking breakfast and/or lunch meals served
- Assist in troubleshooting facility related issues (i.e. work orders, custodial, etc.)
- Enter enrollment data, update student info and process student data for exits. Request information from previous schools for student records and transcript requests.
- Assist in the collection of information such as emergency cards, immunization, etc.
- Provide translation as needed (i.e. IEP, Administrator meetings, etc.)
- Ensure compliance requirements are completed on time

- Additional duties as assigned.

*Campus Aide/Security Guard Job Description*

- Provide visibility, patrol, assistance and county emergency contacts for all staff, students, faculty and guests of the school site
- Ensure that school property is secure and locked when appropriate
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority
- Provide safety escorts for student, staff, faculty and guests when requested
- Provide general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas
- Direct campus visitors to the appropriate parties and prevent unlawful loitering
- Provide security for parking areas and supervise restroom and locker areas
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed
- Assist local law enforcement and other emergency response staff as requested
- Complete all documentation and reports as established by school site personnel.
- Conduct home visits (upon requested)
- Assist with minor discipline issues
- Other administrative duties and projects as assigned

*Instructional/Special Education Aide Job Description*

The Instructional Aide: Special classification is designed to serve students whose instruction is identified and specified in an Individualized Education Program or Section 504 Service Plan (SP). These students have learning, communication, physical and/or mild to moderate disabilities or other impairments such as emotional disturbances. Incumbents in this class perform a variety of instructional tasks in such areas as reading, writing, and mathematics. The incumbent will be assigned to work with a small group of special education students in a general education classroom.

**Credentials, Requirements, and Qualifications of Staff**

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act [ESEA, also known as Every Student Succeeds Act (ESSA)] that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers and special education teachers, shall hold and maintain ~~the~~ Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

All school staff must pass TB, Federal Bureau of Investigations and Department of Justice background clearances.

*Principal's Experience & Education Qualifications*

- Teaching experience, preferably at the middle school or high school level.
- 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.
- Knowledge of bilingual education.

*Assistant Principal's Experience & Education Qualifications*

- Teaching experience, preferably at the middle school or high school level.
- 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.
- Knowledge of bilingual education.

*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.
- 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.

*Special Education Teacher's Experience & Education Qualifications*

- California Education Specialist, Level I or II credential in Special Education – Moderate/Severe, at the intern, preliminary or clear level *or* Mild/Moderate, at the intern, preliminary or clear level. 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.
- Strong content knowledge, pedagogical understanding, and the capacity to plan and deliver instruction to meet the needs of students
- Relentless commitment to and high standards for high quality execution
- Passionate with a high level of personal responsibility towards ambitious goals
- Excellent collaborative and organizational skills
- Excellent verbal and written communication skills
- A strong ethical base and self-awareness
- Humility, sense of humor, and rock-solid commitment to Green Dot's mission and the communities we serve.

*Counselor's Experience & Education Qualifications*

- A California Clear PPS Credential in School Counseling/Guidance is required
- MA/MS degree in School Counseling from an accredited college or university highly desirable

- Experience with individual and group counseling highly desired
- A passion for improving urban high schools and driving education reform
- Knowledge of bilingual education
- Spanish language fluency a plus
- Experience working in an urban school setting
- Prior counseling experience (mental health), including DIS Counseling
- Demonstrated leadership capabilities
- Proven management and team building skills
- Excellent interpersonal, communication and writing skills
- Ability to work with parents, students, faculty, post-secondary educational representatives, as well as school community groups
- Ability to represent the school in a positive way
- Ability to understand student maturity levels and the process of goal selection
- Ability to help students gain an awareness of interests and abilities and to help them make course choices that will lead to appropriate careers commensurate with interests and abilities
- Ability to understand test construction and interpret educational test data
- Ability to motivate students and provide academic incentives for success
- Ability to understand the unique social-emotional needs of individual students

*School Operations Manager Experience & Education Qualifications*

- Bachelor's degree from an accredited college or university is highly desired
- 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*

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

### *Office Assistant's Experience & Education Qualifications*

- Commitment to the mission of Green Dot Public Schools
- A minimum of 1 year in an administrative support capacity in an office environment is preferred. Prior experience within a school setting is desired
- Spanish language fluency a plus.
- Excellent interpersonal and communication skills (written and oral)
- Proficient in MS Word, PowerPoint and Outlook, comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- Ability to maintain a positive, “can-do” attitude at all times
- High level of personal responsibility and drive toward ambitious goals
- Commitment to customer service
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information
- High School Diploma or equivalent

### *Campus Aide/Security Guard's Experience & Education Qualifications*

- 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.

### *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)
- Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.

Any other combination of training an experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education and a willingness to work collaboratively as an educational team member.

### **Process for Staff Selection**

The principal is the main person running the school and Green Dot takes extensive care to select the most qualified and dedicated principal. Green Dot will use its extensive relationships with a number of universities and other channels for attaining high quality principals who possess a Tier I administrative credential. Historically, Green Dot has had pools of 40-100 candidates apply for the Green Dot principal positions. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) through Green Dot's Administrators-in-Residence Program.

The recruiting cycle typically occurs between 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 steps for hiring an assistant principal are the same.

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

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

Like every other Green Dot school, Ánimo City of Champions, during its classified staff selection process, will do the following:

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

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

### **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.

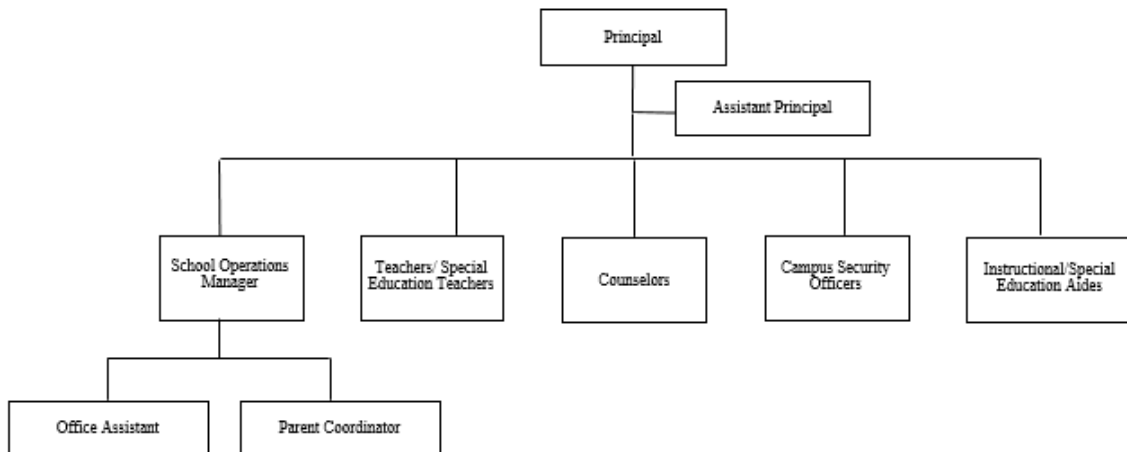
### **Dispute Resolution Process**

The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreements.

### **Organizational Chart**

The tables below summarize the school site structure as well as the key resources provided to the school by the Green Dot California Education Team.

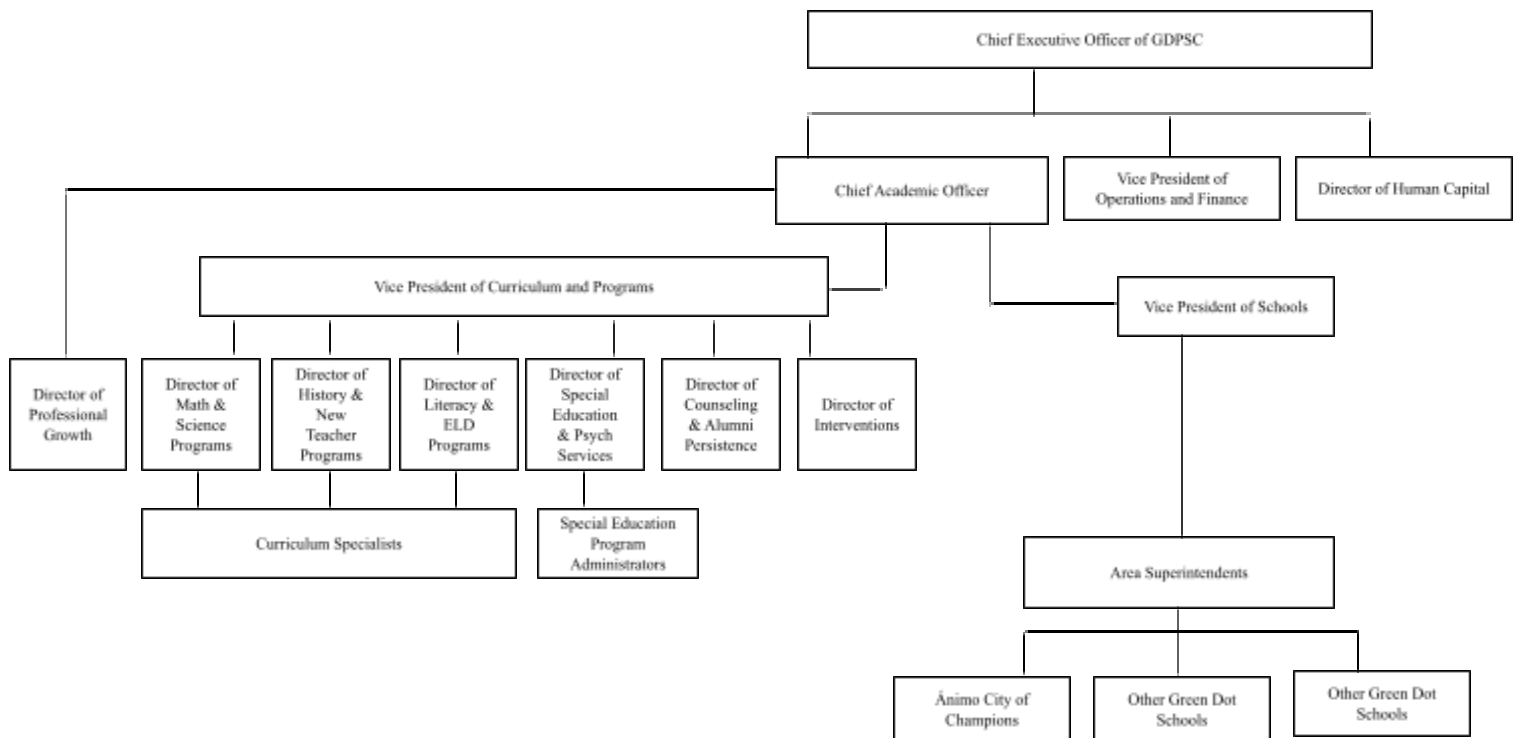
### **School Site Structure**



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



## Green Dot California Education Management Team



Note: Directors and Special Education Program Administrators manage direct reports in the form of curriculum specialists, ELD coordinators, counselor specialists, and school psychologists that directly serve the school spending a signification portion of their time in direct support of schools.

## Element 6: Health and Safety Procedures

### Education Code Section 47605(c)(5)(F)

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

- i. *That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. *For all schools ~~The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.~~ For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) or paragraph (2) of subdivision (a) of Section 32282.*
- iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

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

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- Comprehensive health and safety plan (covering earthquake and fire drills, terrorist threat, child abuse etc.), including how the school will maintain campus safety for students and employees.
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- A policy relating to blood-borne pathogens;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Cal/OSHA, the California Health and Safety Code, and the Healthy Schools Act, and EPA;
- Screening for vision, hearing, and scoliosis, if applicable under CA Ed Code section 49450 et seq.;
- Policies relating to the administration of prescription drugs and other medicines;
- A policy establishing Ánimo City of Champions as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free; and
- A commitment to providing an environment free of sexual harassment.

Ánimo City of Champions has developed a school safety plan to be reviewed and updated by March 1 of every year. ~~in accordance with Assembly Bills 1747 (2018) and 1595 (2019).~~ The school safety plan identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N~~F~~).

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200

- f. provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 25291.5, and 47605
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus, serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

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

~~Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon County request.~~

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

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

### **CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees

prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

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.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

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

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be risk assessed or examined, if necessary, and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

The Charter School will also have a system in place to ensure all employees are re-assessed/examined for TB clearance at least once each four years as required by Education Code 49406(b). At least 60 days before an employee's TB clearance is set to expire, Human Resources will send an email notification directly to the employee and his or her manager. Reminders will be sent out regularly until the employee has submitted an updated TB clearance. Employees without updated TB clearances will not be allowed to have frequent or prolonged contact with students until they have submitted updated TB clearances to Human Resources.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Student enrollment in a Green Dot school shall not be granted unless documentary proof of the student's immunization status is presented at the time of enrollment, and the student has been fully immunized against all of the diseases listed in California Health and Safety Code section 120335 within the time periods designated by the State of California. Students who do not present such documentary proof or are not fully immunized within the appropriate time periods are not allowed a grace period.

### **Exemptions**

Prior to January 1, 2016, California law permitted parents/guardians to elect an exemption from certain immunization requirements based upon personal beliefs.

As of January 1, 2016, California law does not allow parents/guardians to elect any such exemption. (Cal. Health and Saf. Code, § 120375.) However, a parent/guardian may elect an exemption if his/her child has, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization. If a parent/guardian elects such a permissible exemption, the child shall be allowed enrollment until the pupil enrolls in the next grade span (e.g., grades 7 to 12, inclusive).

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education’s model policy, as revised.

### **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students of human trafficking prevention resources.

### **Menstrual ~~Feminine~~ Hygiene Products**

The Charter School shall stock the school’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products. The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **All Gender Restrooms**

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **Nutritionally Adequate Free or Reduced-Price School Meals**

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance. ~~each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.~~

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **Mental Health Education**

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

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

### **Supporting LGBTQ Students**

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Workplace Violence Prevention Plan**

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

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

### **SAFETY Act**

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

### **Homicide Threats**

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

### **Gun Safety Notice**

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

### **Athletic Programs**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussion, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

### **Transportation Services**

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

### **Extreme Weather Policy**

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

### **SAFE PLACE TO LEARN ACT**

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

### **Security**



The Charter School may hire full-time, unarmed Campus Security Officers 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. 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 Student Population Balance

### Education Code Section 47605(c)(5)(G)

*“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school”*

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 Inglewood 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 City of Champions with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). These methods have proved very successful at Green Dot’s existing schools.

While open to all students, Ánimo City of Champions will seek to serve the students who reside within the District boundaries. It is our goal to improve the educational opportunities for economically disadvantaged students. Ánimo City of Champions aims to serve the most impacted populations in the neighborhood and plans to do as well as or better than nearby community schools in conducting outreach for potential students, attracting a diverse student population, and serving the highest needs students within the surrounding areas. Every effort will be made to reach out to all eighth grade students in Inglewood Unified School District during recruitment as well as all segments of the community that are reflective of Inglewood Unified School District. The community-based recruiting effort will start in the Fall and may include:

- Direct middle school recruitment at schools such as: Ánimo Westside Charter Middle School, Century Community Charter Middle School, Crozier Middle School, La Tijera Middle School, and Lennox Middle School – Ánimo City of Champions hopes to make classroom presentations at public feeder schools and feeder charter schools;
- Mailings – Ánimo City of Champions intends to send out flyers to area families informing them of the option to apply and important dates, for example the lottery form deadline or open house meetings;
- Attendance Area Mailings – Ánimo City of Champions will send flyers to families of students who would otherwise attend Morningside High School or Inglewood High School to ensure that all students in the area have an opportunity to attend a Green Dot school;
- Open house meetings – Ánimo City of Champions will host one to three open houses throughout the recruiting period to inform parents about the school;
- Community partnerships – Ánimo City of Champions will work with a diverse group of community leaders within the Inglewood community to “get the word out” about the school. Examples of outreach include: community leader breakfasts, attendance at community partner events, and sharing of school flyers and lottery forms;
- Community walks – Ánimo City of Champions may go door to door, talk to families, and hand out information about the school. Community walks for Ánimo City of Champions will focus on areas within Inglewood and give opportunities to reach economically disadvantaged students

who may not be able to attend open house meetings or have permanent housing to receive information; and

- Direct advertising – Ánimo City of Champions may advertise in local media, neighborhood newspapers, church bulletins and the like. All information, collateral, meetings, and communications will be made in English and Spanish and any other language Ánimo City of Champions deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo City of Champions reflective of the surrounding community and the Inglewood Unified School District.

According to the California Department of Education, Inglewood Unified School District’s ethnic and racial demographics for the 2018-19 school year were as follows:

<b>Ethnicity</b>	<b>Percent</b>
African American	40.4%
American Indian or Alaska Native	0.7%
Asian	0.5%
Filipino	0.2%
Hispanic or Latino	56.4%
Pacific Islander	0.4%
White	0.5%
Two or More Races	0.6%
Not Reported	0.3%
<b>Total</b>	<b>100.0%</b>

The charter school shall maintain an accurate accounting of the balance of ethnic and racial ~~balance of~~ students pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils enrolled in the school using the PowerSchool software program to track demographic information on each individual student. As outlined in the recruitment process, above the Charter School will work to recruit all members of the community in their efforts to achieve a balance of ethnic and racial ~~balance~~ pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils.

## Element 8: Admissions Policies and Procedures

### Education Code Section 47605(e)(5)(H)

*“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision(e).”*

#### Admission Requirements

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

Ánimo City of Champions shall comply with all laws establishing the minimum and maximum age for public school enrollment. Ánimo City of Champions will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. No pupils shall be enrolled if they are 22 years of age or older on the date of enrollment.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

### MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

#### Student Recruitment

Ánimo City of Champions is committed to serving all students, including low-income, economically disadvantaged students, educationally disadvantaged students and students with disabilities. As with other Green Dot schools, Ánimo City of Champions 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 Student population Balance, are reflective of this mission. Specific activities that will be employed by Ánimo City of Champions:

- The use of English and Spanish collateral and materials;
- Extensive grassroots marketing; and
- Simple, easy-to-use and easy-to-understand forms and brochures.

### **Lottery Preferences and Procedures**

Charter School will implement the following admissions process, including an open enrollment period, lottery if necessary and official enrollment process. Existing students will be exempt from the public random drawing (lottery).

Per Education Code section 47605(e)(2)(B), preference shall be given to:

- Students with siblings currently enrolled at Charter School who reside within Inglewood Unified School District boundaries<sup>20</sup>
- Children of Green Dot regular employees who reside within Inglewood Unified School District boundaries (not to exceed 10% of total enrollment)
- Students who attend Ánimo Westside Charter Middle School and reside within Inglewood Unified School District boundaries
- All other students who reside within Inglewood Unified School District boundaries
- Students with siblings currently enrolled at Charter School who do not reside within Inglewood Unified School District boundaries
- Children of Green Dot regular employees who do not reside within Inglewood Unified School District boundaries (not to exceed 10% of total enrollment)
- Students who attend Ánimo Westside Charter Middle School and do not reside within Inglewood Unified School District boundaries
- All other students who do not reside within Inglewood Unified School District boundaries

### **Interest Period**

Each party interested in enrolling at Ánimo City of Champions will be asked to complete a lottery form requesting contact information during the interest period (open enrollment period), which begins the second Monday of October and ends no later than the first week of December. A copy of all lottery forms will be maintained. Lottery forms request minimal student information and parent contact information and are made available both in paper form and online. The dates of the open enrollment period will be made public on Green Dot's website prior to the opening of the open enrollment period. If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing will determine enrollment. The lottery will be held each year no earlier than the second week of December and no later than the third week of December. The date and time of the lottery will be made public on Green Dot's website prior to the opening of the open enrollment period. The process and procedures, as well as timeline, will also be made available to all interested parties in hard copy at the school's main office. Additionally, this information will be distributed, as appropriate, during the recruitment efforts described above. The lottery will be held at the school or a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. The lottery will take place on a weekday evening or weekend morning to help ensure all interested parties can attend. No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

### **Lottery Procedures**

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<sup>20</sup> Applicants who are siblings and apply to the same Green Dot school together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.

At the lottery, a presentation will be made in English and/or Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to gain admission. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. Qualifying lottery forms will receive preference in the automated lottery system, per the preferences outlined above.

A representative from Green Dot's Home Office will be charged with conducting the computer-automated portion of the lottery process. Parents and families will see a database that contains the names from each lottery form submitted to the Charter School for the upcoming school year. The Green Dot Home Office representative will sort applicants into separate tiers to give priority to the preferences in the charter petition. Applicants in tier 1 will be selected first, tier 2 second and so on until all applicants have received a lottery number. After the computer randomization is complete, the acceptance and waitlist results will be projected on the screen in the front of the room. Applicants will be admitted to the school in the order they are drawn, up to the grade-level capacity. The school reserves the right to select more than the applicable grade-level capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity). Should the Principal elect to enroll more students than the grade-level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described. The school will maintain records documenting the fair execution of the lottery including the names placed into the lottery, the name of the automated online system used to conduct the lottery, the names of admitted students, and the names and order of those placed on the waiting list. The information will be maintained according to state and county document retention requirements as applicable. Annual training of lottery procedures and use of the online database is provided for appropriate school staff to ensure the fair execution of lottery and waitlist procedures.

### **Post Lottery Procedures**

All families who submitted a lottery form, including both those who did and did not attend the lottery event, will be notified in writing about the results of the lottery by the appropriate school staff within one week of the lottery via a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. Families from the acceptance list will also be notified via telephone. Upon receipt of the offer, parents/guardians will have 10 calendar days to either accept or decline the seat. Those who accept the seat will be given enrollment forms that are required to be filled out as the next step in the enrollment process. Deadlines for completing these required forms will be communicated. If the required forms are not received by the deadline, enrollment will be offered to the next family on the waiting list.

### **Waitlist Management Procedures**

If a lottery is required, a numbered waiting list will be created at the time of the lottery and will be ordered randomly by the automated lottery system, per the preference tiers outlined above. After the lottery, the waiting list is never re-ordered. Lottery forms submitted after the close of the interest period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first served basis. Should a vacancy occur, admission will be offered to the next applicant at the top of the waiting list. Students admitted off the waiting list will be notified via telephone and/or in writing via a letter sent to the address indicated on the lottery form. Families contacted from the waitlist will have 10 calendar days to accept the seat at the school. The timeline will be reasonable and take into account the needs of the school community. Typically, three separate phone calls on three different days are made, with accompanying documentation in the online database. If parents/guardians of applicants do not respond within ten calendar days, the applicant will be removed from the waitlist, and the next applicant's parents/guardians will be contacted.

The waiting list expires annually on the last day of the school year. Students enrolled the previous year who did not withdraw from the school will be guaranteed a seat the following year. The above process will be followed to fill vacant seats each year and for all grades as seats become available each year due to student attrition.

#### **NON-DISCRIMINATION**

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

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

## Element 9: Annual Financial Audits

### Education Code Section 47605(c)(5)(I)

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”*

Green Dot’s management shall annually oversee the selection of reputable independent auditor and the completion of an annual audit of Ánimo City of Champions’ financial books and records, including attendance. The auditor shall be on the State Controller’s list of educational auditors and shall be hired by the Green Dot California Board of Directors. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, California Code of Regulations and Audit Guide. This audit will verify the accuracy of Green Dot’s and Ánimo City of Champions’ 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. All Audit services are handled centrally by the Green Dot Finance and Accounting department, as part of the services covered by the Service Fee. The schools are not responsible for managing the Audit or its dissemination.

Green Dot currently uses Vavrinek, Trine, Day and Company, LLP as its independent auditor. It is a firm of Certified Public Accountants licensed in the State of California. It began operations in 1948 and since that time has conducted audits of K-12 Local Education Agencies and has had charter school clients since the passing of CA charter school legislation in 1992. As a result of this past experience, Vavrinek, Trine, Day and Company, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

The annual audit will be completed and forwarded to the County Superintendent of Schools the State Controller, and to the CDE by the 15<sup>th</sup> of December of each year. All financial statements will be submitted to the County by December 15<sup>th</sup> following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management and the Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot’s full Board as to how these have been, or will be, resolved.

If the school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures for the entire Green Dot network were required, it would be brought up to senior management, the Budget Committee of the Board and if material the Board of Directors for approval. In addition, Ánimo City of Champions will act upon these recommendations, and report its actions to the County. (Education Code Section 47605(c)(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 City of Champions will provide an annual financial report to the County in a format developed by the Superintendent of Public Instruction. Ánimo City of Champions will submit its annual audit to the State



Controller, COE, and CDE. Green Dot's Controller and Auditor are responsible for ensuring that the completed audit is sent to all required agencies by the statutory deadline.

Administrative/business operations are performed by Green Dot. (Education Code Section 47605(h).) Green Dot provides the following services, plans and systems to its schools and will provide similar services to Ánimo City of Champions:

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

### **Balance Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations. Per LACOE's Memorandum of Understanding, the Charter School will maintain a cash reserve of at least 3% of expenditures.

### **LACOE Audit and Inspection of Records**

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

- Charter School is subject to LACOE oversight.
- LACOE's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- LACOE is authorized to revoke this Charter for, among other statutory reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, LACOE hereby reserves the right, pursuant to its oversight responsibility, to audit the Charter School's books, records, data, processes and procedures through the LACOE Charter Schools Office. 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.

**Responding to Inquiries**

The Charter School shall promptly respond to all inquiries within a reasonable timeframe, including but not limited to, inquiries regarding financial records, from LACOE and shall consult with LACOE regarding any inquiries. The Charter School acknowledges that it is subject to audit by LACOE including, without limitation, audit by the LACOE Charter Schools Office.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by LACOE, the Charter School shall be expected to cooperate with any investigation undertaken by LACOE.

**Oversight Costs**

The County shall charge Ánimo City of Champions for supervisory oversight of Ánimo City of Champions, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%. Ánimo City of Champions acknowledges that the County's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the County shall not be required to submit documentation of its actual oversight costs.

## Element 10: Suspension and Expulsion Procedures

### Education Code Section 47605(c)(5)(J)

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are ~~is~~ consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

- (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

- (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days 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 homeless child or youth, or a foster child or youth or a homeless child or youth, in the native language of the homeless or foster child’s ~~the pupil’s~~ educational rights holder~~;~~. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice ~~and~~ shall inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker ~~or the pupil’s educational rights holder~~ of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s ~~or~~ educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

- (iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”*

### GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians<sup>21</sup> and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For suspensions of ten consecutive days or more, the Charter School shall provide:

- i. timely, written notice of the charges against the student and an explanation of the student's basic rights; and
- ii. a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder,~~ and shall inform ~~him or her~~ the student, and the student's parent/guardian of the basis for which the pupil is being involuntarily removed and the student's parent/guardian's ~~his or her~~ right to request a hearing to challenge the involuntary removal. If a student's ~~parent/guardian; or educational rights holder~~ requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian, ~~or educational rights holder~~ requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

### **Progressive Student Discipline Policy**

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

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<sup>21</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Green Dot has a progressive student discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Student Policy Manual. The discipline policy of Ánimo City of Champions will be reviewed with students and parents upon admission to Ánimo City of Champions and the signing of the Student Policy Manual. Parents and students who fail to sign the Student Policy Manual does not relieve any obligation to adhere to Green Dot's student discipline plan, but by signing the Student Policy Manual, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline including, but not limited to, warnings, school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension.

Ánimo City of Champions' 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 City of Champions 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 follows the STOIC model from Safe and Civil schools as foundation for addressing student behavior which includes providing students with Structures for Success, Teaching Expectations, Observing and Monitoring student behavior, Interacting Positively and Correcting Fluently. This comprehensive model focuses on providing students with clear expectations, actively supervising student behavior and correcting misbehavior promptly and with positive interactions. The school implements school-wide behavior supports and alternatives to out-of-school suspension. Examples include: merit card program, teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service.

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

### **Progression of Disciplinary Procedures**

#### **Teacher Detention**

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and teachers and students work together to find a common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the school year during weekly Professional development. Professional development will include data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to the teachers as a Teacher Detention include: warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignment or reflections, and discipline referral to the Principal.

As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others, cheating). Minor inappropriate conflicts with others may be determined at the teacher's discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the "Grounds for Suspension of Expulsion" section included below.

### **Administrative Detention**

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that appropriately corresponds to the student's misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention.

Once a student is issued an Administrative Detention, the student's parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are held multiple days per week to allow students to serve their detention on a day that is convenient for the family. Green Dot will use a progressive discipline system as defined in Ánimo City of Champions' Student Policy Manual to intervene in student behavior.

## **Grounds for Suspension and Expulsion**

### **Suspension**

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

A student serving an in-school suspension reports to school at the regular time in compliance with Ánimo City of Champions' school uniform requirements. Each teacher will give the student written assignments that he/she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or school-scheduled breaks (e.g., nutrition/recess, lunch). The student will eat lunch in the assigned room.

Whether suspension occurs in or out of school, the maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Green Dot's Discipline Review Panel ("DRP").

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

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice and in person if possible.

If the conference occurs, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her. The student shall be given the opportunity to present his/her version and evidence in his/her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days of the date that the Charter School received knowledge of the suspendable offense, unless the pupil’s parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to the administrator the next school day. There will be no penalty to the student should the parent fail to respond to this request.

## 3. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil’s overall grade in the class.

## Matrix for Suspension/Expulsion Recommendations

<p><b>Category I</b> Student Offenses with <b>No</b> Principal Discretion (except as otherwise precluded by law)</p>	<p><b>Category II*</b> Student Offenses with <b>Limited</b> Principal Discretion</p>	<p><b>Category III*</b> Student Offenses with <b>Broad</b> Principal Discretion</p>
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Principal <b><u>shall immediately</u></b> suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus</u> .	Principal <b><u>must</u></b> recommend expulsion when the following occur <u>at school or at a school activity off campus</u> <b><u>unless</u></b> the principal determines that the expulsion is inappropriate.	Principal <b><u>may suspend and</u></b> recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity</u> .
1. Possessing, selling, or furnishing a firearm.	1. Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. ( <b>Unless, in the case of "caused," the injury is serious.</b> ) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. 3. <del>Possessed</del> <del>sold</del> , furnished, or offered a substitute substance represented as a controlled substance.
2. Brandishing a knife at another person.	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	4. Caused or attempted to cause damage to school or private property. 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco. 7. Committed an obscene act or engaged in habitual profanity or vulgarity.
3. Unlawfully selling a controlled substance.	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Knowingly received stolen school or private property. 10. Possessed an imitation firearm. 11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or charter school personnel.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).	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). 21. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing. 22. Intentionally “hacked” or broken into a School or School affiliated technology system.
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For discretionary offenses, additional findings include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2), due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or other.

### **Student Discipline Review Board**

Each school year, the Charter School will create a standing committee of at least five members for its Discipline Review Board (“DRB”), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRB is comprised of at least 1 administrator (Principal/Assistant Principal), and at least 3 teachers, and may also include a classified employee, counselor, or dean. The DRB will not include more than 7 staff members. The Principal or designee is the facilitator of the DRB and convenes the DRB when needed. All other members of the DRB participate in this conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and make a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code (Categories I and II as identified in matrix above) or has broken the terms of his/her particular individualized contract. The school should schedule the DRB conference when it issues the suspension paperwork. While it is important that all evidence is collected in advance of the DRB, the conference must occur before the student returns to school at the end of the suspension period. The DRB may recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and expulsion. The Principal considers the DRB’s recommendation and makes the final disciplinary decision or expulsion recommendation. This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing.

While five (5) school days is the maximum initial suspension allowed; following the conference, suspension may be extended pending the results of the DRB conference and the recommendation of the Principal, as the student does not return to campus while they are pending the expulsion hearing.

### **Expulsion**

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

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

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal,
- Possessing, selling, or otherwise furnishing an explosive or other destructive device (as defined in section 921 of Title 18 of the U.S. Code) unless, in the case of possession of any device of this type, the student has obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code., including providing or selling narcotics of any kind (immediate expulsion) and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity.

### **Authority to Expel**

A student may be expelled by the Discipline Review Panel (“DRP”) following a hearing before it. The DRP will consist of at least the following members and no more than five staff members:

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

At the beginning of the academic school year, a schedule is composed for all administrators to be “on call” for a particular month should their presence be needed at a DRP hearing.

### **Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with Green Dot procedures.

The DRP hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice will be mailed to the pupil and guardian by the Principal or designee within a 7-day of the Discipline Review Board conference and will include student identification information, a description of the offense, applicable expulsion provision, student rights for due process, a description of the expulsion proceedings, the right to request representation, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the hearing, and the right to request postponement. Upon mailing the written notice, the Principal or designee's responsibility, it shall be deemed served upon the pupil.

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

Within ten (10) school days after this hearing, the DRP facilitator (an Area Superintendent, Vice President of Schools, Vice President of Curriculum and Programs, Area Superintendent,) will provide the pupil/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Green Dot will assist parents in finding a new placement for an expelled student by advising parents to call the local district Student Discipline Proceedings Office if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Pupils who are expelled from Green Dot shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Green Dot for readmission. Upon request from a pupil's parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has successfully completed the rehabilitation plan. The pupil's readmission is also contingent upon the capacity of the school at the time of the pupil seeks readmission.

### **Appeal Rights**

Students/parents/guardians have the right to appeal suspensions and expulsions. In order to appeal a suspension or expulsion, the student/parent/guardian must submit a written appeal to the Chief Academic Officer outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days from the date of the suspension or, in the event of an expulsion, within 30 calendar days from the date of the DRP's issuance of its Findings of Facts.

If requested, an expulsion appeal meeting will be held with the Chief Academic Officer and the student/parent/guardian. The Chief Academic Officer will review the supporting documentation attached to the written appeal, and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the expulsion appeal meeting unless an extension is

mutually agreed upon between the student/parent/guardian/authorized representative and the Chief Academic Officer. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board.

If the expulsion appeal goes to the Board, the Green Dot Discipline Appeal Committee (“DAC”) will hold a closed session meeting to hear the appeal. The DAC is a Board Committee whose membership consists entirely of Board members. The DAC’s duly authorized jurisdiction includes student expulsion hearings. The DAC will review all relevant materials including, but not exclusive to:

- All documents submitted during the DRP hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Chief Academic Officer and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board’s review shall be limited to:

1. Whether the DRP acted without or in excess of its jurisdiction;
2. Whether there was a fair hearing;
3. Whether there was a prejudicial abuse of discretion in the hearing; and
4. Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

### **Post-Board Appeal Process**

With the Finding of Facts, students/parents/guardians/authorized representatives are provided with support to find alternative placement. Green Dot provides parents/guardians with LACOE contact information for support to find an alternative placement, and Green Dot acts a liaison to the school district of residence Suspension and Expulsion Unit as needed. Ánimo City of Champions shall maintain records of all student suspensions and expulsions for a length of time in accordance with Title 5 of the California Code of Regulations Section 430 et seq., as amended, or other applicable California law. Such records shall be made available to the authorizer upon request.

### **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement for not more than 45 school days, pending the completion of the expulsion process, to be coordinated with Green Dot’s Home Office Education Team’s Special Education Department.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An appropriate team will meet to conduct a manifestation determination when a disciplinary recommendation would constitute a change in placement (e.g., out-of-school suspension of greater than ten school days, expulsion), within the timelines as required by law, and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a manifestation determination meeting to ask the following two questions:

- 1) Was the misconduct caused by, or directly and substantially related to the student’s disability?
- 2) Was the misconduct a direct result of the Charter School’s failure to implement 504?

## **OUTCOME DATA**

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

## **REHABILITATION PLANS**

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

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

Additional information about the student discipline policy at Green Dot schools can be found in the Ánimo City of Champions Parent-Student Handbook and the Green Dot Student Policy Manual which are available upon request.

## Element 11: Employee Retirement Systems

### Education Code Section 47605(c)(5)(K)

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”*

Ánimo City of Champions teachers, administrators, counselors, special education program administrators, school psychologists, and clinical supervisors shall be a part of the State Teachers' Retirement System (STRS) throughout the duration of the charter school's existence under the same CDS code, unless any lawful alternative retirement system is implemented or negotiated with any respective bargaining unit, if required. Other employees (e.g., school operations managers, office assistants) shall be covered by the Public Employees' Retirement System (PERS) and Social Security as appropriate throughout the duration of the charter school's existence under the same CDS code unless any lawful alternative retirement system is implemented or negotiated with any respective bargaining unit, if required.

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

## Element 12: Public School Attendance Alternatives

### **Education Code Section 47605(c)(5)(L)**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”*

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Ánimo City of Champions is a school of choice; no student is required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on writing that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in the charter school except to the extent that such a right is extended by the local educational agency.

## Element 13: Employee Return Rights

### **Education Code Section 47605(c)(5)(M)**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”*

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

Ánimo City of Champions employees are employees of Green Dot. In the event Ánimo City of Champions or Green Dot ceases to operate or in the event Ánimo City of Champions employees seek employment in the District or county, they are considered free to do so unless otherwise stipulated.



## Element 14: Dispute Resolution

### Education Code Section 47605(c)(5)(N)

*“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.”*

#### Disputes between Ánimo City of Champions and Authorizer:

In the event that any dispute arises between the charter school and the authorizer, both parties agree to use the following procedure, except for any dispute that is in any way related to revocation of the charter petition. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO, or their designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO, or their designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the authorizer and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

At any time that the County believes the dispute relates to an issue that could lead to revocation of the charter school, both parties will no longer be subject to this process. The County Board may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

1. committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
2. failed to meet or pursue any of the pupil outcomes identified in the charter;
3. failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;
4. violated any provision of law; or
5. illegally or substantially engaged in the improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, the County superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that County and conduct an investigation into the operations of that charter school. If the county superintendent of schools monitors or investigates a charter school pursuant to this section, the County office of education shall not incur any liability beyond the cost of the investigation.

#### Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute

resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## Element 15: Closure Procedures

### **Education Code Section 47605(c)(5)(O)**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”*

Closure of the Charter School will be documented by official action of the Green Dot California Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The CEO shall be responsible for closure-related activities, unless the Board designates another individual for this role.

The Charter School will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or County or District or County property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **Additional Provisions**

### **Submittal of Documents, Reports, and Information**

- Ánimo City of Champions shall submit all documents, reports, and information to the County required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.
- On or before July 15 of each year, Ánimo City of Champions shall submit to the County an approved school calendar establishing that Ánimo City of Champions is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.
- Pursuant to Education Code 47605(e)(3), if a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, Ánimo City of Champions shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

### **Inspections**

Ánimo City of Champions agrees to permit the County to inspect and receive copies of all records relating to the operation of Ánimo City of Champions, including financial, personnel, attendance accounting, and pupil records to the extent permitted by law. Ánimo City of Champions shall promptly comply with all reasonable inquiries from the County in accordance with Education Code section 47604.3. Ánimo City of Champions shall be subject to the California Public Records Act.

### **Governing Law and Construction**

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

### **Debts and Obligations**

- Ánimo City of Champions and Green Dot shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.
- Ánimo City of Champions and Green Dot shall have no authority to enter contracts for or on behalf of the County. Any contracts, purchase orders, or other documents which are not approved or ratified by the County Board of Education as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the County and shall be Ánimo City of Champions and Green Dot's sole responsibility.

### **Independent Entity**

Ánimo City of Champions and Green Dot and their respective officers, board members, employees and volunteers, shall County and provide the school services pursuant to this Charter as a wholly independent entity. The County and Ánimo City of Champions/Green Dot shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The County shall not be liable for the actions or liabilities of Ánimo City of Champions and/or Green Dot.

### **Insurance Requirements**

Ánimo City of Champions shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved the County's risk manager and as specified below. Ánimo City of Champions' obligations to acquire and maintain

insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Ánimo City of Champions's right to operate as a charter school pursuant to this Charter or cause Ánimo City of Champions to cease operations until Ánimo City of Champions has fully complied with the Closure Protocol set forth in this Charter.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of Ánimo City of Champions, throughout the life of the Charter, Ánimo City of Champions shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

**COMMERCIAL GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate.

**COMMERCIAL AUTO LIABILITY** insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

**WORKER'S COMPENSATION** insurance and/or coverage, as required by applicable law, with not less than statutory limits.

**PROPERTY** insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of Ánimo City of Champions. If any Inglewood Unified School District property is leased, rented or borrowed, it shall also be insured by Ánimo City of Champions in the same manner as (a), (b), and (c) above.

**PROFESSIONAL LIABILITY** insurance and/or coverage, in an amount not less than \$3,000,000 per "claim" with an aggregate policy limit of \$3,000,000.

**Additional Insured:** The County will be included as additional insured on Ánimo City of Champions' insurance policies. Self-insurance reserves, if any, shall be maintained above and beyond Ánimo City of Champions' normal reserve level.

**Endorsements:** Ánimo City of Champions shall furnish the County Superintendent with a copy of the general liability, automobile liability, directors and officer's liability, workers' compensation and employer's liability, and loss payee endorsements. The endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf and shall specifically reference this Charter. The County Superintendent reserves the right to require complete, certified copies of all required insurance policies at any time.

**Reporting Requirement:** Ánimo City of Champions will notify the County within ten working days of any claim filed against the Charter School.

**Bonding:** Appropriate Ánimo City of Champions employees shall be bonded to protect Ánimo City of Champions.

Ánimo City of Champions shall promptly respond to all inquiries from the County regarding any claims against Ánimo City of Champions and/or any obligation of Ánimo City of Champions under the foregoing provisions of this Charter.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Ánimo City of Champions agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the County and hold harmless the County, the County Board of Education, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of Ánimo City of Champions, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of Ánimo City of Champions in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of Ánimo City of Champions or of any other facility, program, or activity. The obligations of Ánimo City of Champions to defend the County and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate Ánimo City of Champions to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee’s sole negligence, from an Indemnitee’s active negligence, or from an Indemnitee’s willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Ánimo City of Champions shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

Ánimo City of Champions further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the County and County Personnel harmless from any and all financial obligations in the event of an unbalanced budget.

Ánimo City of Champions obligation to indemnify, defend, and hold harmless the County and County Personnel, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Ánimo City of Champions’ right to operate as a charter school pursuant to this Charter or cause Ánimo City of Champions to cease operations.

**Budgets and Financial Reporting**

*Governing Law: The petitioner or petitioners also shall ~~also~~ be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(hg).*

Attached please find financial projections and cash flow for the next three years of operation

These documents are based upon the best data available to the petitioners at this time.

**Facilities**

*Governing Law: The facilities to be ~~used~~ utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(hg).*

The Charter School will remain at its current facility located at 9330 South 8<sup>th</sup> Avenue Inglewood, CA 90305 through the 2020-21 school year. The Charter School will continue to pursue a long-term facility use agreement to acquire a district facility within Inglewood Unified. Additionally, the Charter School continues to pursue private facilities within Inglewood Unified.

In November 2024, the Charter School acquired a vacant facility through the Charter School Facilities Program (CFSP) located at 3405 West Imperial Highway, Inglewood, CA 90303. The Charter School seeks to commence operations at the site during the 2025-26 school year. The Charter School plans to maintain the 9330 South 8th Avenue facility until construction on the permanent facility is completed.

The Charter School seeks to retain its 9330 South 8th Avenue, Inglewood, CA 90305, operating site and add another temporary site at 3425 W. Manchester Blvd, Inglewood, CA 90305 to accommodate a portion of the Charter School, if necessary.

### **Selecting Vendors or Service Providers**

When Green Dot is seeking services from vendors or service providers, it will seek to contract with a preferred vendor or the vendor or provider that can best meet the needs of the organization. When Green Dot determines it is practicable to do so, Green Dot will seek quotes or proposals from more than one vendor or provider to determine the most qualified and cost effective option for the school and organization, in accordance with the procurement practices detailed in its Finance and Accounting Policies. Furthermore, the organization and its leaders and board members will follow all conflict of interest rules that apply to it in entering into business or service contracts.



## **Funding Model – Directly Funded**

Ánimo City of Champions is a directly funded charter school.

**RESOLUTION OF THE BOARD OF DIRECTORS OF  
GREEN DOT PUBLIC SCHOOLS CALIFORNIA  
TO AUTHORIZE THE SUBMISSION TO THE LOS ANGELES COUNTY OFFICE OF  
EDUCATION REGARDING A MATERIAL REVISION TO  
ÁNIMO CITY OF CHAMPIONS CHARTER HIGH SCHOOL CHARTER PETITION**

This Resolution is presented to the Board of Directors (“Board”) of **GREEN DOT PUBLIC SCHOOLS CALIFORNIA** (“GDPSC”), a California nonprofit public benefit corporation, at a regular meeting on **Friday, May 2, 2025**.

WHEREAS, the Los Angeles County Office of Education (“LACOE”) requires a resolution from a petitioning entity’s board of directors that authorizes the submission of a material revision to a charter petition to LACOE for its facility change, address addition, site location, and all related revisions, as well as any supplemental documents;

WHEREAS, the Board desires to authorize GDPSC to take all steps necessary to submit a material revision for Ánimo City of Champions Charter High School (“Charter School”) (the “Petition”) to LACOE;

WHEREAS, the Board desires to authorize GDPSC to take all steps necessary to submit the Petition to the California State Board of Education (“CSBE”) if the Petition is denied by LACOE, pursuant to California Education Code Section 47605(k);

WHEREAS, LACOE requires a resolution from a petitioning entity’s board of directors that designates a charter school’s lead petitioner(s).

WHEREAS, on June 27, 2013, the Board resolved to designate Dr. Cristina de Jesus, GDPSC’s President and Chief Executive Officer, as lead petitioner, until changed by the Board, for any and all charter petitions submitted by the Board.

WHEREAS, on June 29, 2015, the Board resolved to designate Dr. Cristina de Jesus, GDPSC’s President and Chief Executive Officer, as the executive director, until changed by the Board, for any and all renewal charter petitions submitted by the Board; and


NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes GDPSC to take all steps necessary to submit the Petition to LACOE, and/or CSBE for Charter School.

BE IT FURTHER RESOLVED that the Board, for purposes of the submission of the Petition to LACOE, hereby designates Cristina de Jesus as Charter School's lead petitioner.

ADOPTED by the Board of Directors of Green Dot Public Schools California during a regular meeting duly held on **Friday, May 2, 2025**, at which a quorum was present.

AYES:	<u>7</u>
NOES:	<u>0</u>
ABSENT:	<u>3</u>
ABSTAIN:	<u>0</u>

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED:   
Board Chairperson

Date: May 2, 2025

ATTEST:   
Board Secretary

Date: May 2, 2025



## Green Dot Public Schools California

### Green Dot Public Schools California Board Meeting

Published on April 29, 2025 at 1:51 PM PDT

Amended on May 2, 2025 at 11:49 AM PDT

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#### Date and Time

Friday May 2, 2025 at 3:00 PM PDT

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Green Dot Public Schools California Board meetings are open to the public. This meeting will be held at the California Home Office on May 2, 2025 at 3:00 p.m. Teleconference locations accessible to the public include [Green Dot Public Schools in California](#), 1519 SW Arrowhead Rd. Topeka, KS 66604, 757 Westwood Plaza, Suite 1320 Los Angeles, CA 90095, 6095 Bristol Pkwy, Culver City, CA 90230, 1411 N. Detroit St., LA 90046, and 2029 Century Park East Los Angeles, CA 90067.

Join from PC, Mac, iPad, or Android:

<https://greendot-org.zoom.us/j/81355908300>

Phone one-tap:

+16694449171,,81355908300# US

+16699009128,,81355908300# US (San Jose)

Join via audio:

+1 669 444 9171 US

+1 669 900 9128 US (San Jose)

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

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+1 564 217 2000 US  
+1 646 558 8656 US (New York)  
+1 646 931 3860 US  
+1 689 278 1000 US  
+1 301 715 8592 US (Washington DC)  
+1 305 224 1968 US  
+1 309 205 3325 US  
+1 312 626 6799 US (Chicago)  
Webinar ID: 813 5590 8300  
International numbers available: <https://greendot-org.zoom.us/j/kd9WYq9jGT>

If you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of Green Dot’s governing board, please contact Amanda Matamoros at 323-565-1600. Notification 72 hours prior to the meeting will enable Green Dot to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, Green Dot shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

Public comment can either be submitted to [GreenDotCABoardMeeting@greendot.org](mailto:GreenDotCABoardMeeting@greendot.org) by 3:00 p.m. on May 2, 2025, or can be submitted after the start of the meeting by raising your hand via zoom during the public comment section. Members of the public can submit statements in English or Spanish. Statements received by 3:00 p.m. will be read out loud during the Board meeting in the order they were received and will be limited to 3 minutes per submission. The Board has allocated a total of 30 minutes for public comment. Anything exceeding the 30 minutes allocated for public comment will not be read during the Board meeting and will be shared with Green Dot California Board members via email.

To sign up for public comment, please enter your name [on this form](#).

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>3:00 PM</b>
<b>A.</b> Record Attendance			1 m
<b>B.</b> Call the Meeting to Order			
<b>II. Public Comment</b>			<b>3:01 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Public Comment	Discuss		30 m
<b>III. Consent Agenda</b>			<b>3:31 PM</b>
<b>A.</b> Approve Minutes from the 02-07-2025 Green Dot Public Schools California Board Meeting	Approve Minutes	Jon Goodman	1 m
<b>B.</b> Approve Prop 39 Facility Use Agreement for Ánimo Compton for Compton Unified School District	Vote	Annabelle Moskowitz	1 m
<b>C.</b> Approve Prop 39 Facility Use Agreement for Ánimo Jackie Robinson for Los Angeles Unified School District	Vote	Annabelle Moskowitz	1 m
<b>D.</b> Approve Submission of Renewal Petitions for Ánimo Ellen Ochoa, Oscar de la Hoya Ánimo, & Alain Leroy Locke College Preparatory Academy to Los Angeles Unified School District	Vote	Annabelle Moskowitz	1 m
<b>E.</b> Approve Submission of Renewal Petitions for Ánimo Compton to Compton Unified School District	Vote	Annabelle Moskowitz	1 m
<b>F.</b> Approve GDPSC SY26 English Learner Master Plan	Vote	Leona Matthews	1 m
<b>G.</b> Approve GDPSC Conflict of Interest Code	Vote	Neal Brandenburg	1 m
<b>H.</b> Approve GDPSC Articles of Incorporation	Vote	Neal Brandenburg	1 m
<b>I.</b> Approve FY24 Tax Return	Vote	Michael Lopez	1 m
<b>J.</b> Approve GDPSC Fiscal Policies & Procedures	Vote	Michael Lopez	1 m
<b>K.</b> Approve Charter Petition Material Revision for Ánimo City of Champions	Vote	Annabelle Moskowitz	1 m
<b>IV. CEO Update</b>			<b>3:42 PM</b>
<b>A.</b> CEO Update	Discuss	Cristina de Jesus	10 m

	Purpose	Presenter	Time
<b>V. Academic Update</b>			<b>3:52 PM</b>
<b>A.</b> School Culture Update	Discuss	Annette Gonzalez	5 m
<b>B.</b> Persistence Data Update	Discuss	Annette Gonzalez	20 m
<b>VI. People Update</b>			<b>4:17 PM</b>
<b>A.</b> Staff Recruitment Update	Discuss	Samantha Matamoros	20 m
<b>VII. Break</b>			<b>4:37 PM</b>
<b>A.</b> Break	FYI		10 m
<b>VIII. Finance Update</b>			<b>4:47 PM</b>
<b>A.</b> GDPSC FY26 Budget Update	Discuss	Michael Lopez	20 m
<b>IX. Legal Update</b>			<b>5:07 PM</b>
<b>A.</b> Brown Act Training	Discuss	Neal Brandenburg	10 m
<b>X. Closed Session</b>			<b>5:17 PM</b>
<b>A.</b> Conference with legal counsel - Anticipated Litigation  Significant exposure to litigation pursuant to paragraph (2) of Gov. Code, § 54956.9(d): 7 potential cases	Discuss	Neal Brandenburg	15 m
<b>B.</b> Conference with Legal - Existing Litigation  (Paragraph (1) of subdivision (d) of Section 54956.9) Case No: (1) No. 23WM000074 Case No: (2) No. 24CMCV00912	Discuss	Neal Brandenburg	15 m
<b>C.</b> Update on Conference with Labor Negotiators  <ul style="list-style-type: none"> <li>• Agency designated representative: Ken Tyrrell</li> <li>• Employee organization: Animo Classified Education Association</li> </ul>	Discuss	Ken Tyrrell	10 m

	Purpose	Presenter	Time
<b>D.</b> Update on Conference with Labor Negotiators	Discuss	Damon Hands	10 m
<ul style="list-style-type: none"> <li>• Agency designated representative: Damon Hands</li> <li>• Employee organization: Asociación de Maestros Unidos</li> </ul>			
<b>XI.</b>	<b>Report of Actions Taken During Closed Session</b>		<b>6:07 PM</b>
<b>A.</b>	Report of Actions Taken During Closed Session	FYI Kevin Reed	1 m
<b>XII.</b>	<b>Asociación de Maestros Unidos Report</b>		<b>6:08 PM</b>
<b>A.</b>	Asociación de Maestros Unidos (AMU) Report	FYI Hector Vega	5 m
A representative from Asociación de Maestros Unidos (AMU) will provide an update.			
<b>XIII.</b>	<b>Closing Items</b>		<b>6:13 PM</b>
<b>A.</b>	Adjourn Meeting	Vote	