AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242
Phone (562) 922-6128 Fax (562) 469-4399

TO LISTEN BY TELEPHONE: (669) 900-9128
Meeting ID: 822 2518 9839
Passcode: 241814

TO LISTEN TO THE AUDIO STREAM ONLINE: https://tinyurl.com/LACOEBoardMeeting
Meeting ID: 822 2518 9839
Passcode: 241814

No. 2: 2025-2026

The full agenda is accessible through the receptionist at the northeast entrance of the above address. The Board agenda will also be accessible through the LACOE Board of Education website at the following link: https://www.lacoe.edu/about/board/meetings-agendas. Enclosures to the agenda are available for review in the Board of Education's office during business hours 8:30 a.m. – 5:00 p.m. Any material related to an item on this Board Agenda distributed to the Board of Education is available for public inspection at our Office of Communications, Room EC 103 – LACOE Administrative Offices. Procedures for addressing the Board are in the wall receptacle in the entry to the Board Room and posted on the LACOE Board of Education website. To request a disability-related accommodation under the ADA, please call Ms. Beatrice Robles at 562 922-6128 at least 24 hours in advance.

Board Meeting
July 15, 2025
3:00 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Mr. Cross — A. Call to Order
Dr. Cantu — B. Pledge of Allegiance
Dr. Duardo — C. Ordering of the Agenda
Mr. Cross — D. Approval of the Minutes
1. July 8, 2025

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS (None)

IV. HEARINGS

Ms. Andrade — A. Public Hearing: Request for a Material Revision to the Charter of Los Angeles Leadership Academy, Grades 6-12 (Enclosure)

V. REPORTS / STUDY TOPICS

Dr. Ramirez — A. Uniform Complaint Procedure Quarterly Report for Educational Programs, April 1 to June 30, 2025

Ms. Andrade — B. Report on Board Policy (BP) / Administrative Regulation (AR) 5113.1 (Chronic Absence and Truancy); BP/AR 5131.6 (Alcohol and Other Drugs); BP/AR 6174 (Education for English Learners); BP 5141.52 (Suicide Prevention); BP 3230 (Federal Grant Funds); BP/AR 1340 (Access to Records); BP/AR 5125 (Student Records); BP/AR 6159 (Individualized Education Program); Board Bylaw (BB) 9224 (Oath or Affirmation); and BB 9260 (Legal Protection) (Enclosure)

VI. CONSENT CALENDAR RECOMMENDATIONS

A. Approval of the 2025-26 Consolidated Application for Funding
B. Approval of Project Funds No. 1
C. Approval of Project Funds No. 2
D. Approval of Project Funds No. 3
E. Approval of Project Funds No. 4
F. Approval of Project Funds No. 5

G. Approval of Project Funds No. 6
H. Approval of Gifts No. 1
I. Approval of Gifts No. 2
J. Approval of Gifts No. 3
K. Approval of Gifts No. 4
L. Approval of Gifts No. 5
M. Approval of Gifts No. 6
N. Approval of Gifts No. 7
O. Approval of Gifts No. 8
P. Approval of Gifts No. 9
Q. Approval of Gifts No. 10
R. Approval of Gifts No. 11
S. Approval of Gifts No. 12
T. Approval of Gifts No. 13
U. Approval of Gifts No. 14
V. Approval of Gifts No. 15
W. Approval of Gifts No. 16

VII. RECOMMENDATIONS

Ms. Andrade — A. Adopt the Superintendent's Recommendation to Approve the Material Revision to the Charter of *Animo City of Champions Charter High School, Grades 9-12,* with Attached Report

Ms. Andrade — B. Approval of First Reading and Adoption of Board Policy (BP) 3230 (Federal Grant Funds)

Ms. Andrade — C. Approval of Second Reading and Adoption of Board Policy (BP) 0460 (Local Control and Accountability Plan)

CLOSED SESSION

Ms. Andrade — A. Conference with Legal Counsel – Anticipated Litigation – Two Matters Pursuant to Government Code section 54956.9(d)(4)

VIII. INFORMATIONAL ITEMS

Dr. Duardo — A. Governmental Relations

Dr. Duardo — B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

Mr. Cross — A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)

1. Evelyn M. v. Azusa USD (Spanish Interpreter)
2. Angel M G. v. Azusa USD (Spanish Interpreter)
3. Brenda M. v. Azusa USD (Spanish Interpreter)
4. Hailey G. v. Azusa USD
5. Mason G. v. Azusa USD
6. Ian T. v. Azusa USD
7. Wendy H. v. Azusa USD
8. Gustavo F. v. Azusa USD
9. Sofia F. v. Azusa USD

10. Nicholas B. v. Glendale USD
11. Cora Q. v. Bonita USD

Mr. Cross X. **ADJOURNMENT**

UNAPPROVED
NO.1:2025-26

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, July 8, 2025

A meeting of the Los Angeles County Board of Education was held on Tuesday, July 8, 2025, at the Los Angeles County Office of Education Board Room.

PRESENT: Ms. Michele Breslauer, Dr. Laura Cantu, Dr. Yvonne Chan, Mr. James Cross, Dr. Stanley L. Johnson, and Dr. Theresa Montano

OTHERS PRESENT: Dr. Debra Duardo, Superintendent; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant.

PRELIMINARY ACTIVITIES

CALL TO ORDER
Dr. Johnson called the meeting to order at 3:04 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE
Dr. Chan led the Pledge of Allegiance.

ORDERING OF THE AGENDA
Dr. Duardo indicated that Interdistrict Attendance Appeal No. 14 was postponed by the parent.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, and **CARRIED** to approve the Board agenda as revised.

Yes vote: *Ms. Breslauer, Dr. Cantu, Chan, Dr. Johnson, Dr. Montano, and Mr. Cross.*

APPROVAL OF THE MINUTES -

- June 17, 2025 - *The minutes were approved as presented.*

It was **MOVED** by Dr. Chan, **SECONDED** by Mr. Cross, and **CARRIED** to approve June 17, 2025 minutes as presented.

Yes vote: *Ms. Breslauer, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross*
Abstained: *Dr. Cantu*

COMMUNICATIONS: BOARD / SUPERINTENDENT

Dr. Laura Cantu said she is honored to be appointed by Supervisor Lindsey Horvath and looks forward to working with Board and staff to support education.

Dr. Chan welcomed Dr. Cantu to the County Board and said she looks forward to serving on the Board with Dr. Cantu.

Dr. Chan said she attended the Barry J. Nidorf celebration on June 26, 2025. She said that it was a wonderful event where she congratulated 32 young men and proud scholar who against all odds, graduated. Dr. Chan said that it was great to see the proud parents and to hear the stories being told. Dr. Chan encouraged the County Board to attend the August 5, 2025 Operation Graduation event.

Dr. Johnson said that on June 26, he attended the GAIN Ceremony. He said he attends each year and looks forward to seeing the students being recognized for their hard work and resilience. Dr. Johnson said that Dr. Duardo's message was beautiful and inspirational.

Dr. Duardo, Superintendent, provided the following highlights to the County Board:

Los Padrinos Update

- As previously shared, there was a serious incident at Los Padrinos Juvenile Hall involving a student who experienced a suspected overdose on campus.
- In response to the incident, six probation officers reported symptoms of illness, and all were transported for medical evaluation.
- One of LACOE's counselors, who interacted with the student, was also taken to Kaiser Permanente as a precaution but did not exhibit any symptoms.
- Due to concerns around secondary exposure to a potentially dangerous substance (possibly fentanyl), the facility was placed on lockdown for several days.
- We're pleased to report that the lockdown was lifted on Monday, and teachers returned to the site that same day.
- Summer programming officially resumed today.
- LACOE continues to coordinate closely with Probation and other partners to ensure the health, safety, and readiness of all staff and students.

Migrant Education Program Achievements

- On June 17, LACOE's MEP Unit held its Annual Regional Scholarship Awards Ceremony, celebrating 11 college-bound students from six school districts. Each student received an $800 scholarship and was honored in caps and gowns.
- Chief Academic Officer Ruben Valles delivered opening remarks, and Fernando Salazar, an MEP parent, shared his inspiring journey from migrant worker to college graduate.
- In a separate effort, 18 middle school MEP students—all children of seasonal farmworkers—participated in a five-day civic engagement program in Washington, D.C., in partnership with the Close Up Foundation.
- Students explored the democratic process, discussed policy issues, and built advocacy skills. The trip concluded with a meeting and photo opportunity with U.S. Senator Alex Padilla, where students shared the impact of MEP on their educational journey.

LACOE GAIN PROGRAM – HSE Graduation

- On June 26, the LACOE GAIN Program celebrated 112 students who completed their High School Equivalency (HSE) studies.
- The event recognized students who overcame significant personal and academic challenges to reach this milestone.

- Two student speakers shared how the program helped them move closer to their career goals.
- Special thanks to Board Member Dr. Johnson, Director Neha Patel, DPSS partners, and the LACOE GAIN team for their dedication and support.

Head Start Early Learning Program Funding Update

- At the end of June, LACOE's Head Start and Early Learning Division received its Notice of Award for the 2024–25 program year.
- Funding supports:
  - 4,593 children in Head Start Preschool
  - 2,416 infants, toddlers, and pregnant women in Early Head Start
- All state-funded early learning programs were also approved.
- Special thanks to the Board of Education for your support during a year of funding uncertainty.
- Appreciation to Mr. Bautista, the Head Start team, and LACOE staff for their ongoing advocacy for children, families, and staff.

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Krystail Cousins provided the Head Start Policy Council report to the County Board.

COMMUNICATIONS: ASSOCIATIONS

Mr. Tedric Johnson, President of LACEA, addressed the County Board.

COMMUNICATIONS: PUBLIC (None)

PRESENTATIONS

RECOGNITION OF DR. STANLEY L. JOHNSON, JR. LEADERHIP AS BOARD PRESIDENT, 2024-25

Dr. Duardo and the County Board recognized Dr. Johnson's leadership on the Los Angeles County Board of Education for the 2024-25 year. Each Board members expressed their thanks and gratitude for his leadership and for her support throughout the year.

ORGANIZATIONAL MEETING – NOMINATIONS/ELECTIONS AND SEATING OF 2024-25 LOS ANGELES COUNTY BOARD OF EDUCATION OFFICERS

The County Board nominated candidates for President and Vice President of the Board for 2025-26.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to nominate Mr. James Cros for the office of Board President.

There were no other nominations presented.

The County Board voted to nominate Mr. James Cross for the office of the Board President:

Yes vote: *Ms. Breslauer, Dr. Chan, Mr. Cross, Dr. Montaño, Dr. Cantu, and Dr. Johnson.*

It was **MOVED** by Dr. Chan, **SECONDED** by Mr. Cross, and **CARRIED** to nominate Dr. Theresa Montano for the office of Board Vice President.

There were no other nominations presented.

The County Board voted to nominate Dr. Theresa Montano for the office of the Board Vice President:

Yes vote: *Ms. Breslauer, Dr. Chan, Mr. Cross, Dr. Montaño, Dr. Cantu, and Dr. Johnson.*

Mr. Cross presided over the Board meeting from this point forward as President of the County Board.

RECOGNITION OF COUNTY OF LOS ANGELES PROBATION DEPARTMENT AND PARTNERSHIP WITH THE LOS ANGELES COUNTY OFFICE OF EDUCATION - PROBATION SERVICES WEEK, JULY 20-26, 2025
The County Board and Superintendent recognized the Los Angeles Probation Department for Probation Services Week July 20-26, 2025.

Mr. Cross and Dr. Duardo highlighted the partnership with the Los Angeles County Probation Department and all Probation staff. Dr. Duardo said that in anticipation of Probation Services Week, celebrated the week of July 20th, she recognized the continued work and partnership with Probation. She said that LACOE's strategic partnership has flourished over the years and has lead to an effort to create safe, engaging, and supportive learning environments for students in our juvenile camps and halls.

Dr. Duardo invited Senior Director Dr. Jesus Corral to say a few words on behalf of Chief Viera Rosa.

Dr. Corral addressed the County Board and thanked Dr. Duardo and the County Board for the recognition and said that he and the Chief are grateful for the commitment of staff and the fruitful partnership with LACOE.

Dr. Duardo thanked Dr. Corral and presented the Probation Team: Chief Deputy Sheila Williams; Senior Probation Director Tracy Novak; Probation Director Katheryn Beigh; Acting Deputy Director Jocelyn Roman, and Dr. Corral with a certificate of recognition.

HEARINGS (None)

REPORTS / STUDY TOPICS (None)

CONSENT CALENDAR RECOMMENDATIONS

APPROVAL TO DIRECT SUPERINTENDENT TO DESIGNATE PANEL MEMBER UNDER ED CODE § 44944(C)(3)
The Superintendent recommended that the County Board approve Recommendation to Direct Superintendent to Designate Panel Member Under Ed Code § 44944(C)(3)

APPROVAL OF AMENDMENT 1 TO CERTIFICATION OF SIGNATURES – 2024-2025
The Superintendent recommended that the County Board approve the Amendment 1 to Certification of Signatures for 2024-25.

APPROVAL FOR DISPOSAL OF SURPLUS E-WASTE AND RECYCLE PROPERTY
The Superintendent recommended that the County Board approve the Disposal of Surplus E-Waste and Recycle Property.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Consent Calendar Recommendations.

There were no public speakers for this Board item.

Yes vote: *Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross.*

RECOMMENDATIONS

APPROVAL OF BOARD MEMBER ANNUAL STIPEND COMPENSATION ADJUSTMENT IN ACCORDANCE WITH EDUCATION CODE SECTION 1090(G)
The Superintendent recommended that the County Board approve the Board Member Annual Stipend Compensation Adjustment in Accordance with Education Code Section 1090(g).

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the Board Member Annual Stipend Compensation Adjustment.

There were no public speakers for this Board item.

Yes vote: *Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross.*

BOARD AUDIT COMMITTEE—PUBLIC REPRESENTATIVES CONFIRMATION
The Superintendent recommended that the County Board approve the Board Audit Committee Public Representatives Confirmation.

It was **MOVED** by Dr. Chan, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the Board Audit Committee Public Representatives Confirmation.

There were no public speakers for this Board item.

Yes vote: *Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross.*

APPROVAL OF FIRST READING AND ADOPTION OF BOARD POLICY (BP) 3400 (MANAGEMENT OF LACOE ASSETS/ACCOUNTS); BP 0460 (LOCAL CONTROL AND ACCOUNTABILITY PLAN); BOARD BYLAW (BB) 9150 (STUDENT BOARD MEMBERS); BP 6158 (INDEPENDENT STUDY); AND BP 5145.13 (PROTECTING EQUAL RIGHTS TO EDUCATION) (ENCLOSURE)
The Superintendent recommended that the County Board approve the First Reading and Adoption of the Board Policies referenced above.

The County Board had a discussion regarding this item and agreed to pull Board Policy 0460 (Local Control and Accountability Plan).

It was **MOVED** by Dr. Johnson, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the First Reading and Adoption of the above referenced Board Policies except for Board Policy 0460 (Local Control and Accountability Plan).

There were no public speakers for this Board item.

Yes vote: *Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross.*

APPROVAL OF CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA) GOLDEN BELL AWARD SUBMISSIONS
The Superintendent recommended that the County Board ratify the approval of the California School Boards Association (CSBA) Golden Bell Award Submissions.

The County Board had questions regarding CSBA's process for submissions.

It was **MOVED** by Dr. Chan, **SECONDED** by Ms. Breslauer, and **CARRIED** to approve the California School Boards Association (CSBA) Golden Bell Award Submissions.

There were no public speakers for this Board item.

Yes vote: *Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross.*

Dr. Montano left the Board meeting at 4:45 p.m.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS
Ms. Pam Gibbs, Director of Governmental Relations, provided a report to the County Board.

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, AND BOARD FOLLOW UP
Dr. Duardo indicated that the next Board meeting would be on July 15, 2025.

LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION ON INTERDISTRICT AND ATTENDANCE APPEALS

BEVERLY S. V. AZUSA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. David and Mrs. Kamille Smith. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, and Mr. Cross. The appeal was granted.

AURELIA R. V. AZUSA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. Armando and Mrs. Tasba Ruiz. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson,

and Mr. Cross. The appeal was granted.

Dr. Montano returned to the Board Meeting 6:40 p.m.

NOEL JIMENEZ V. AZUSA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. Juan and Mrs. Marleen Jimenez. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

ALINA K. V. AZUSA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. Eddie and Mrs. Janice Khorozian. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

TROY K. V. AZUSA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by his parents, Mr. Eddie and Mrs. Janice Khorozian. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

JASLEEN V. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. Gabriel and Mrs. Melissa Villan. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

NICHOLAS V. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by his parents, Mr. Gabriel and Mrs. Melissa Villan. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

AZALEA V. V. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. Gabriel and Mrs. Melissa Villan. Ms. Erin Kremer, Administrator of Student Support Services and Special Education, represented Azusa Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

NOAH V. V. BASSETT UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County

Office of Education, were also present.

The appellant was not present but was represented by his parents, Mr. Cesar and Mrs. Ermila Valdivia. Dr. Julie Harrison, Assistant Superintendent Educational Services, represented Bassett Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

MIA F. V. PASADENA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by her parents, Mr. Maurice Fields and Ms. Roselle Nolasco. Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment & Community Engagement, represented Pasadena Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

BENJAMIN B. V. PASADENA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by his parents, Mr. Stephen and Mrs. Maryam Brown. Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment & Community Engagement, represented Pasadena Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

JOSEPH B. V. PASADENA UNIFIED SCHOOL DISTRICT
The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by his parents, Mr. Stephen and Mrs. Maryam Brown. Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment & Community Engagement, represented Pasadena Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

ANTHONY H. V. SAN GABRIEL UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel represented the Los Angeles County Board of Education. Ms. Alicia Garoupa, Chief Wellness and Support Services Officer, and Dr. Sonya Smith, Director III for Student Support Services, Los Angeles County Office of Education, were also present.

The appellant was not present but was represented by his parents, Mr. Anthony and Mrs. Stephanie Hernandez. Ms. Ruth Esseln, Director of Student Support Services, represented San Gabriel Unified School District.

Four affirmative votes of the Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano, and Mr. Cross. The appeal was granted.

ADJOURNMENT

It was **MOVED** by Dr. Johnson, **SECONDED** by Ms. Breslauer, and **CARRIED** to adjourn the Board meeting.

Yes vote: *Ms. Breslauer, Dr. Cantu, Dr. Chan, Dr. Johnson, Dr. Montano and Mr. Cross.*

This meeting adjourned at 6:47 p.m.

Board Meeting – July 15, 2025

Item IV. Hearings

A. Request for a Material Revision to the Charter of *Los Angeles Leadership Academy, Grades 6-12* (Enclosure)

Education Code section 47605(b) provides that no later than 60 days after receiving a request for a material revision to the charter, the Los Angeles County Board of Education (County Board) shall hold a public hearing on the proposed material revision to the charter of Los Angeles Leadership Academy to:

- Remove the site at 234 East Avenue 33, Los Angeles, CA 90031, and add grades 9-12 to the site located at 2670 Griffin Ave., Los Angeles, CA 90031

- Revise language in the petition to conform to recent changes in law

LOS ANGELES LEADERSHIP PRIMARY ACADEMY
Established 2011 •Dual Immersion

2670 Griffin Avenue
Los Ángeles, CA 90031
(213) 381-8484
Fax (213) 381-8489

Arina Goldring-Ravin
Chief Executive Officer/ Superintendent

Nereida Lopez
Principal

LOS ANGELES LEADERSHIP ACADEMY
Established 2002 •WASC Accredited

Arina Goldring-Ravin
Chief Executive Officer/ Superintendent

Middle School

2670 Griffin Avenue
Los Angeles, CA 90031
(213) 381-8484
Fax (213) 381-8489

Nereida Lopez
Principal

High School

234 East Avenue 33
Los Angeles, CA 90031
(323) 227-7719
Fax (323) 227-7721

Steve Rodriguez
Principal

June 30, 2025

Via Email
hartman_jeffrey@lacoe.edu

Jeffrey Hartman, Coordinator III
Charter Schools Office
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

RE: Los Angeles Leadership Academy Request for Material Revision

Dear Mr. Hartman,

On behalf of Los Angeles Leadership Academy ("LALA" or the "Charter School"), I am writing to respectfully request a material revision to serve all LALA students on a campus that was already included in its approved charter petition.[1] The Charter School is seeking to serve the high school students currently located at 234 East Avenue 33, Los Angeles, CA 90031 ("East Avenue"), at the Griffin location instead, which is at 2670 Griffin Ave., Los Angeles, CA 90031 ("Griffin"), less than half a mile away. Because of this change, the Los Angeles County Office of Education ("LACOE") has asked the Charter School to submit a request for a material revision.

The County-Board approved charter petition includes both the Griffin and East Avenue locations as current addresses of the Charter School. The Griffin site has already been approved by the Los Angeles County Board of Education for serving LALA students.

The proposed move is educationally and fiscally sound. By moving high school students to the Griffin campus, Los Angeles Leadership Academy will be able to align both instructional models and finances. Professional development opportunities will be streamlined with all staff on the same campus. Teacher expenses will be shared if on the same campus, ultimately having a positive impact on the Charter School's budget. We understand that LACOE staff may be concerned with high school students being on the same campus as primary school students. However, the upper grades will be on a different end of the campus and will not be sharing space with the primary grades. The primary grades are entirely separate, physically.

Once all students are at the Griffin campus, the Charter School will end the lease at East Avenue, allowing the landlord to sell the property, which would lead to LALA collecting $3 million from the promissory note it holds for that facility,

[1] Education Code Section 47605(a)(4) requires a material revision when a charter school seeks to expand by: (1) adding a facility; or (2) by adding grade levels. LALA seeks to remove a facility, so (1) is inapplicable. The charter was approved to serve grades 6-12, and LALA is not seeking to serve additional grade levels, so (2) is also applicable. LACOE's position appears to be that LALA is seeking to add grade levels *to a facility*. While that is factually accurate, it is not the legal standard.

LOS ANGELES LEADERSHIP PRIMARY ACADEMY
Established 2011 •Dual Immersion

2670 Griffin Avenue
Los Ángeles, CA 90031
(213) 381-8484
Fax (213) 381-8489

Arina Goldring-Ravin
Chief Executive Officer/ Superintendent

Nereida Lopez
Principal

LOS ANGELES LEADERSHIP ACADEMY
Established 2002 •WASC Accredited

Arina Goldring-Ravin
Chief Executive Officer/ Superintendent

Middle School

2670 Griffin Avenue
Los Angeles, CA 90031
(213) 381-8484
Fax (213) 381-8489

Nereida Lopez
Principal

High School

234 East Avenue 33
Los Angeles, CA 90031
(323) 227-7719
Fax (323) 227-7721

Steve Rodriguez
Principal

significantly benefiting the Charter School and bolstering the LALA's financial sustainability. The Charter School acknowledges the memorandum of understanding ("MOU") between the Charter School and the County states: "Revisions to the charter considered to be material changes include, but are not limited to, the following: Changes to location of facilities or lease agreements for the Charter School sites…including the opening of a new facility." (p. 20, 831-833, 841-842.) However, while the Charter School is ending a lease, no new lease will be entered as the Griffin location is already operating with students.

The Charter School's goal is to move students to the Griffin campus over the summer. This would decrease disruption of instruction for students and ensure the Charter School can start the 2025-26 school year with an aligned educational plan. The Charter School is not seeking any change in the number of classrooms, staff, grade levels, total enrollment, or start date. The charter elements to be revised are Elements 1 and 4.

* * *

The Charter School looks forward to working with your office to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at agoldring@laleadership.org or (213) 381-8484.

Sincerely,

Arina Goldring-Ravin
CEO/Superintendent
Los Angeles Leadership Academy

Enclosures

Los Angeles Leadership Academy

Charter Renewal Petition
For the term July 1, 2025 through June 30, 2030

Submitted on appeal to the Los Angeles County Board of Education
January 31, 2025

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS v

ELEMENT 1 – THE EDUCATIONAL PROGRAM 1

General Information 4

Community Need for Charter School 4

LALA Meets the Charter Renewal Criteria Under Education Code Section 47607.2(b) 14

Publisher Guidance for Schools and Authorizers 38

Student Population to be Served 53

Target Student Population 53

Enrollment Plan 53

Goals and Philosophy 54

Mission 54

Vision Statement 54

An Educated Person in the 21st Century 54

How Learning Best Occurs 56

Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners 58

Requirements of Education Code Section 47605(c)(5)(A)(ii) 60

INSTRUCTIONAL DESIGN 81

Curricular and Instructional Design of the Education Program: Key Educational Theories and Research 81

Innovative Components of the Educational Program 89

Key Features of the Educational Program 89

Curriculum and Instruction 89

Middle School 92

High School 101

Instructional Methods and Strategies 129

How the School's Instructional Methodologies and Curriculum Will Ensure Student Mastery of State Standards 135

How the Instructional Program Will Support Student Development of Technology-related Skills 136

Graduation Requirements (Including The Number/Type of Units Required) And A-G Requirements 136

Credit Recovery Opportunities and Support 137

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements 137

How the Charter School Implements the Graduation Exemptions for Students who Qualify (Pursuant to Ed. Code Section 51225.1) 138

How the Charter School's Instructional Program Provides Options that Ensure Students are Prepared for College/Career as Measured by the California Department of Education's College/Career Indicator. 138

Western Association of Schools and Colleges (WASC) Accreditation 139

How Charter School Will Inform Parents, Including Parents With Limited English, About Course Transferability and College Entrance Requirements 139

Academic Calendar and Bell Schedules 140

Instructional Days and Minutes 142

Early College and Middle College High School Attendance Requirements of Ed. Code Section 46146.5, as Amended by SB 379 – not applicable 142

PROFESSIONAL DEVELOPMENT 142

Recruiting Credentialed Teachers 144

Meeting the Needs of All Students 146

English Learners 146

Gifted and Talented Students and Students Achieving Above Grade Level 154

Students Achieving Below Grade Level 156
Socio-Economically Disadvantaged/Low Income Students 162
Students with Disabilities 162
Students in Other Student Groups 162

A Typical Day 163
Middle School 163
High School 167

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND 171

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED 171

Measurable Goals of the Educational Program 171

Measurable Pupil Outcomes: Summative Assessment Performance Targets 171
Performance Targets Aligned to State Priorities 171
Other Performance Targets 171

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment 171

Data Analysis and Reporting 173

PREPARE PHASE 174

Step 1: Organize for Collaborative Work 174
Key Task 1.1: Adopt an improvement process 174
Key Task 1.2: Build a strong system of teams 174
Key Task 1.3: Make time for collaborative work 174
Key Task 1.4: Set expectations for effective meetings 174
Key Task 1.5 Set norms for collaborative work 174
Key Task 1.6: Acknowledge work style preferences 175
Key Task 1.7: Create a data inventory 175
Key Task 1.8 Create an inventory of instructional initiatives 175

Step 2: Build Assessment Literacy 175
Key Task 2.1: Review skills tested 175
Key Task 2.2: Study how results are reported 175
Key Task 2.3: Learn principles of responsible data use 175

INQUIRE PHASE 175

Step 3: Create Data Overview 175
Key Task 3.1: Choose a focus area 175
Key Task 3.2: Analyze data and find the story 175
Key Task 3.3: Display the data 175
Key Task 3.4 Allow staff members to make sense of the data and identify a priority question 175

Step 4: Dig into Student Data 175
Key Task 4.1: Examine a wide range of student data 175
Key Task 4.2: Come to a shared understanding of what student data show 176
Key Task 4.3: Identify a learner-centered problem 176

Step 5: Examine Instruction 176
Key Task 5.1: Examine a wide range of instructional data 176
Key Task 5.2: Get clear about the purpose of observation 176
Key Task 5.3: Come to a shared understanding of what is happening in classrooms 176
Key Task 5.4: Identify a problem of practice 176

ACT PHASE 176

Step 6: Develop Action Plan 176
Key Task 6.1: Decide on an instructional strategy 176
Key Task 6.2: Agree on what the plan will look like in classrooms 176
Key Task 6.3: Put the plan in writing 176

Step 7: Plan to Assess Progress 176
Key Task 7.1: Choose assessments to measure progress 176
Key Task 7.2: Set student learning goals 177

Step 8: Act and Assess 177
Key Task 8.1: Implement the action plan 177

Grading, Progress Reporting, and Promotion/Retention 177

ELEMENT 4 – GOVERNANCE STRUCTURE 180

Governance Structure 183
Organizational Chart 184
Major Roles and Responsibilities 185
Governing Board Composition and Member Selection 186

Governance Procedures and Operations 188
Stakeholder Involvement 189

ELEMENT 5 – EMPLOYEE QUALIFICATIONS 194

Employee Positions and Qualifications 195
Chief Executive Officer/Superintendent 195
Chief Operations Officer 197
Director of Finance 198
Parent Outreach Coordinator 199
School Registrar 200
Data Entry Clerk 201

SCHOOL SITE 201
Principal 201
Assistant Principal 204
Counselor 205
Teachers 207
Special Education Teacher 208
Clerk/Office Manager 209
Instructional Assistant/Paraprofessional 210
Instructional Assistant (Special Education)/ Paraprofessional 211
Instructional Assistant (Physical Education Coach) 212
Campus Supervisor 213
Custodian 214

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES 215

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE 220
LALA's Plan for Achieving and Maintaining the LAUSD's Racial and Ethnic Balance Goal 220
How this Plan Will Achieve and Maintain the LAUSD's Racial and Ethnic Balance Goal 221
LALA's Plan for Achieving Special Education Pupil Balance Reflective of LAUSD Population 221
LALA's Plan for Achieving English Learner Pupil Balance Reflective of LAUSD Population 222

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES 223

Admission Policies and Procedures 224

Student Recruitment 225

Lottery Preferences and Procedures 225

ELEMENT 9 – ANNUAL FINANCIAL AUDITS 228

Annual Audit Procedures 228

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES 230

School Climate and Student Discipline System/Restorative Justice 233

Tiered Behavior Intervention (Alternatives to Suspension) 234
Using Data 236
In-School Suspension 236
Professional Development 237
Grounds for Suspension and Expulsion of Students 238

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS 256

RETIREMENT RIGHTS 256

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 258

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES 259

ELEMENT 14: MANDATORY DISPUTE RESOLUTION 260

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES 262

School's Closure Agent 268

ADDITIONAL PROVISIONS 269

FACILITIES ..... Error! Bookmark not defined.
INSURANCE ..... ERROR! BOOKMARK NOT DEFINED.
FISCAL MATTERS 273

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Los Angeles Leadership Academy (also referred to herein as "LALA," and "Charter School"), authorized by the Los Angeles County Board of Education ("LACBOE") with oversight by the Los Angeles County Office of Education ("LACOE") (hereinafter, collectively, the "County") shall:

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

- Not charge tuition. (Ed. Code § 47605(e)(1).)

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

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

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

WASC Accreditation

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

English Learners

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

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

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

Upon request, Charter School shall provide a copy of its current EL Master Plan to the County.

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

The Charter School is an independent local educational agency (LEA) and will join the Los Angeles County Charter SELPA pursuant to Education Code section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to LACOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the County evidence of membership. The Charter School's application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School 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.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

GENERAL INFORMATION

The name and title of the contact person for the Charter School is:	Arina Goldring-Ravin, CEO/Superintendent
The contact address for the Charter School is:	2670 Griffin Ave., Los Angeles, CA 90031
The contact phone number for the Charter School is:	213 381-8484
The current address of the Charter School is: o (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)	2670 Griffin Ave., Los Angeles, CA 90031
This location is in Los Angeles Unified School District ("LAUSD") Board District:	2
This location is in LAUSD Local District:	East
The grade configuration of the Charter School is:	6-12
The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	490
The grade level(s) of the students in the first year will be:	6-12
The Charter School's scheduled first day of instruction in 2025-26 is:	August 11, 2025
The enrollment capacity: **(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of school residency)**	490
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule (e.g., daily hours) for Charter School will be:	MS: M, T, Th., F: 8:00AM – 3:11PM Wed: 8:00AM – 1:15PM HS: M, T, Th., F: 8:30 – 3:30 PM Wed: 8:30AM – 1:55PM
The term of this Charter for Middle and High Performing schools:	July 1, 2025 to June 30, 2030

COMMUNITY NEED FOR CHARTER SCHOOL

Los Angeles Leadership Academy is a small 6-12 charter school that originally opened in 2002 and today is located in Lincoln Heights, just north of downtown Los Angeles. LALA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Primary Academy charter school ("LALPA"), a small dual-language (English/Spanish) TK-5 charter school, also located in Lincoln Heights. Currently:

- LALA serves approximately 350 students in grades 6-12, with student enrollment 94.0% Socioeconomically Disadvantaged ("SED"), 22.1% English Learners ("ELs") and another 43.3%

Reclassified Fluent English Proficient ("RFEP"), 12.9% Students with Disabilities ("SWD"), 5.7% Foster/Homeless Youth ("F/HY"), 94.6% Hispanic/Latino, 1.1% Asian/Filipino/Pacific Islander ("AFPI"), 1.4% White, and 0.6% American Indian or Alaska Native ("AIAN").[1]

- LALPA, opened in 2011, serves approximately 262 students in TK-5 with an additional 12 students in a privately funded Expanded TK ("ETK") class; LALPA students are 85.1% SED, 46.2% EL, 13.4% RFEP, 12.6% SWD, 6.5% F/HY, 96.2% Hispanic/Latino, 1.9% AFPI, 0.8% White, 0.4% Two or More Races, and 0.4% are African American.[2]

Across all grades, LALA and LALPA focus on engaging students through student-centered, constructivist problem-based learning, and culturally responsive approaches that actively engage each of our students in the learning process. Our students are scholars, activists, and creators who demonstrate commitment to our values of social justice and leadership.

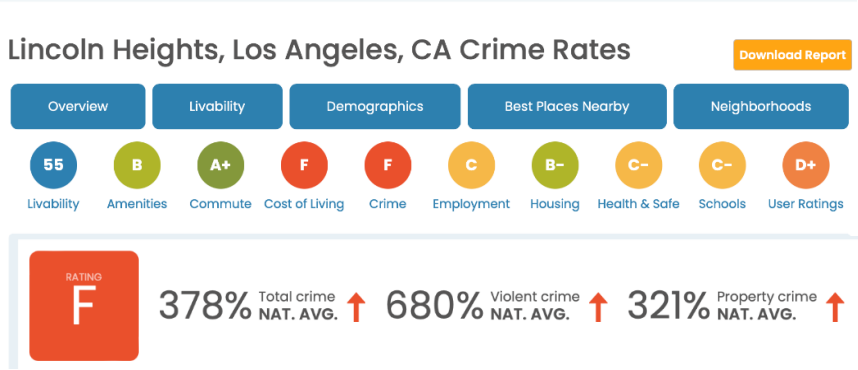
Over this extended charter term, like schools across California and the nation, LALA was challenged with weathering the impacts of the COVID-19 global pandemic, economic challenges exacerbating housing and food insecurity, and other challenges for our students and their families. The Lincoln Heights community has seen a dramatic spike in crime in recent years, along with rapidly increasing rents pricing many families out of the neighborhood: "Housing costs have increased dramatically over the years and even increased this past year. The average rent in August 2023 for a one-bedroom apartment in the neighborhood was $2,373, or 14% more than it was last year, according to Zumper, which is the largest North American privately owned rental platform."[3] While many of our students were impacted by or witness to violent crime at home and in the neighborhood, in the fall of 2023 a LALA 9th grader was murdered off-campus in a gang-related stabbing. Just weeks earlier, another student had been stabbed on the way to school in the morning, prompting us to hire two armed campus security guards.

Websites such as Areavibes.com assign Lincoln Heights an "F" in crime, noting that violent crime is 680% higher than the national average and property crime is 321% the national average.

[1] https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647331996610&agglevel=school&year=2023-24
https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647331996610&agglevel=school&year=2023-24
https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647331996610&agglevel=School&year=2023-24

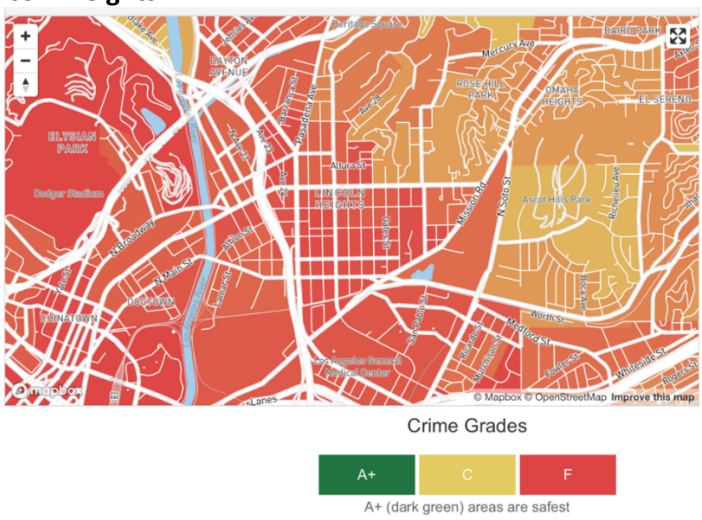
[2] https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647330124818&agglevel=School&year=2023-24
https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330124818&agglevel=school&year=2023-24

[3] https://csulauniversitytimes.com/lincoln-heights-community-feel-offset-recent-crimes-and-gentrification-residents-say/#google_vignette



Source: https://www.areavibes.com/los+angeles-ca/lincoln+heights/crime/#google_vignette

Overall Crime Map, Lincoln Heights



Source: https://crimegrade.org/safest-places-in-lincoln-heights-los-angeles-ca/

According to Crime Grade,[4] Lincoln heights received a "D" for Overall Crime, with the types of crime graded as follows: Violent Crime, D; Property Crime, D-, Other Crime, C-. Crime Grade considers Lincoln Heights in the 22nd percentile for safety, with only 22% of neighborhoods nationwide being considered more dangerous than Lincoln Heights. Crime Grade estimates that, people have a 1 in 12 chance of being a crime victim in the more dangerous areas of Lincoln Heights.[5]

The City of Los Angeles Police Department ("LAPD") has identified more than 450 active gangs within City limits, with an estimated membership of 45,000 individuals. Despite targeted efforts to address gang violence, LAPD reports gang membership has risen again over the last five years. From 2018-2022, LAPD reported 16,398 violent gang crimes, including 491 homicides, 7,047 felony assaults, 5,18 robberies, and nearly 100 sexual assaults.[6] Since the pandemic, the LAPD has become even more

[4] Crime Grade is a website that utilizes data from police departments, Best Neighborhood, the FBI and more, and includes the number of violent crimes as defined by the FBI (Murder, Rape, Assault, Robbery), Property Crimes, and Other Crimes such as vandalism, drug crimes, Identify theft, kidnapping, and animal cruelty. https://crimegrade.org/about-crimegrade-data/

[5] https://crimegrade.org/safest-places-in-lincoln-heights-los-angeles-ca/

[6] https://www.lapdonline.org/get_informed/content_basic_view/1396

concerned by the skyrocketing violence and gang activity. Murders within the city limits were up 46% in 2021/22.[7] The city's gang prevention team attributes this rise to the COVID-19 shutdowns and cuts to programs focused on mitigating gang tensions.

Unfortunately, this culture of community violence bleeds into school spaces, and LALA is no exception. In a recent survey, 46.2% of charter school principals in Los Angeles County identified student gang activity as a significant issue on their school campuses.[8] Communities in Schools of Los Angeles have noted a distinct uptick in aggression, misbehavior, fights, and sexual harassment within Los Angeles schools.[9] This has been coupled with a move in Los Angeles County to cut funding for school police officers as part of the defund police. These cuts have resulted in a spike in school violence throughout Los Angeles, including in the immediate area where the LALA schools are located.[10] School leaders throughout Los Angeles are taking steps to address this rise in community violence and proactively prevent it from negatively impacting school climate.

Not surprisingly, these community-level factors impact LALA students' developmental health and well-being. According to the most recent Youth Risk Behavior Survey, from 2019-2021, Los Angeles teens have experienced significant spikes in mental health stability, including more than 40% reporting feeling sad or hopeless (an increase from 32% in 2019) and the number reporting an attempted suicide nearly doubling from 2019. In addition, 13.4% of teens reported skipping school because they felt unsafe, 6.6% reported carrying a gun or weapon, and 12.8% reported being in a physical fight. We see similar trends at LALA.

Given recent events and trends, student and staff safety has been a singular priority for LALA. We are pleased to announce that we have been awarded a $250k competitive three-year grant funded by the Congressional Bipartisan Safer Communities Act – Strong Connections Grant, administered by the CDE. Project CrEATE will provides an arts-based, intentional, whole-school Social Emotional Learning ("SEL") program that will improve access to the performing arts for our students. The U.S. Congress funded the Bipartisan Safer Communities Act Stronger Connections Act in September 2022, providing $1 billion to State Educational Agencies such as the CDE, with $119M designated to local education agencies such as LALA. "The program serves to increase the capacity of Local Educational Agencies ("LEA") to establish safer and healthier learning environments, prevent and respond to acts of violence and bullying/harassment, address mental health needs, develop safety assessments, corresponding plans and strategies, and promote a positive school climate and culture."[11]



Over three academic years, LALA will address the following through Project CrEATE:

Arts-Based SEL Instruction: Project CrEATE will build upon our previous *Artists Among Us* project. Through that work,

[7] https://spectrumnews1.com/ca/la-west/public-safety/2021/08/20/la
skyrocketing-crime-and-gang-violence
[8] Kidsdata.org.
[9] https://www.latimes.com/california/story/2021-12-09/educators-rep
misbehavior
[10] https://www.cbsnews.com/losangeles/news/goldstein-investigates-
cutbacks/
[11] https://www.cde.ca.gov/fg/fo/profile.asp?id=6006

we developed 58 standards-aligned classroom lessons featuring arts integration with core subject areas and included at least one lesson featuring arts integration each week throughout the year. For Project CrEATE, we will utilize a similar content development strategy to craft arts-infused lessons aligned with the CASEL SEL framework, the designated model for California's Transformative SEL Competencies (illustrated to the left). This approach will engage LALA students in weekly lessons that engage them in arts-based instruction focused on the five clusters of SEL: 1) Self-Awareness, 2) Self-Management, 3) Responsible Decision-Making, 4) Relationship Skills, and 5) Social Awareness. The competencies will be reinforced through the environmental layers at the Charter School and family levels, compounding the impact on positive youth development. These classroom-based activities will support enhanced MTSS by creating a platform to identify children struggling with social and emotional development, bullying, mental health concerns, or other factors that impact school climate and student achievement. Arts activities will culminate in **student showcases** of students' visual and performing arts, helping our students cultivate deeper connections to the SEL competencies, magnifying their voices as they share what they have learned, and communicating to our various stakeholders the importance we place on positive youth development and SEL competencies.

Teacher and Staff Professional Development: We will engage our teachers in high-impact professional development on the arts-based SEL lessons and capacity-building trainings through Rethink Ed. Our teachers will complete a series of training sessions through Rethink Ed focused on the following topics:

- Wellness Skills
- Mental Health
- MTSS
- Applied Behavior Analysis
- Diversity and Inclusion
- Behavior

Help App: Anonymous reporting systems ("ARS") for public school districts grew in popularity following the horrific Sandy Hook school shooting; however, early data from those models indicated that the majority of tips submitted through ARS were to report children in need of help. During the pandemic school closures, these ARS systems also saw a dramatic spike in requests for mental health support and intervention. When unaddressed, these issues bleed into the school campus environment, contributing to an overall decline in school climate and increase in students in crisis. Through the grant funding, LALA will launch a tailored student Help App that will allow LALA students, parents, and community members to submit a help request for themselves or another student anonymously. These help requests will come to the Charter School leadership team each day, allowing us to enhance our existing MTSS more effectively and proactively address student needs before they negatively impact academic achievement or school climate.

Student Wellness Space: Through grant support, we are creating a Wellness Space on campus for students to complete wellness check-ins and serve as safe spaces where students can access mental health support services.

This combination of strategies will focus on reducing absenteeism, strengthening our Multi-Tiered System of Supports ("MTSS") model to proactively intervene, improve school climate, and reduce student suspensions and expulsions. The expanded MTSS framework and universally accessible Help App will provide a platform for students who have experienced trauma – especially in ways the Charter

School may not even be aware of – to seek help confidentially. These direct interventions will be enhanced and supported by the professional development programming designed to strengthen school-level capacity to support students experiencing and recovering from trauma.

In short, what we mean to make clear is that LALA is not simply a place where students learn state content standards. Our students have myriad, complex needs that go well beyond their mastery of grade level content skills and knowledge. We know that if we are to help students make gains in their academic outcomes and graduate from high school prepared for college and meaningful careers, we must first ensure they are safe – and feel both safe and welcome at school – and that their basic needs for things like clean clothes (we provide laundry service), food (we provide three meals a day to all students), and stability in their mental health (we now have a variety of counseling available on campus and through our community partners) are all met first.

This is challenging work, but our dedicated and hardworking teachers – who are unionized and represented by the California Teachers Association – along with our leadership team and staff have worked tirelessly through and since the pandemic to support our students and their families. We are quite proud of the many notable accomplishments we have had during this extended charter term, including:

- Graduated 95% of our Class of 2024 (43 out of 45 students) with a 73% A-G completion rate. During this extended charter term, 55.6-66.7% of the Classes of 2018 through 2022 enrolled in 2- or 4-year colleges; 86.3% of the Class of 2023 (not yet reported) indicated a plan to enroll in college after graduation, and 72.1% of the Class of 2024 planned to enroll.[12]
- As noted by LAUSD's Charter Schools Division ("CSD") staff in LALA's 2024 Annual Oversight Visit Report:
    - "The schoolwide Dashboard Graduation Rate Indicator color is Green, as compared to the state's color of Orange. The school's 2023 Graduation Rate (87.9%) is higher than the state average (86.4%)."
    - "The schoolwide Dashboard [English Learner Progress Indicator ("ELPI") color is Blue, as compared to the state's color of Yellow. The school's 2023 percentage of English Learner students making progress towards English language proficiency (71.4%) is higher than the state average (48.7%)."
    - "The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (1.0%) is lower than the state average (3.5%)."[13]
- While our small cohort of 45 11th graders in 2023 had a small dip in scores on the California Assessment of Academic Performance and Progress ("CAASPP") from their peers in the prior year, we are very pleased to highlight the increases for the 11th graders in 2024[14]:
    - English Language Arts ("ELA") increased to 34.91% Met/Exceeded and an estimated -45.9 "Difference from Standard" ("DFS");

[12] https://data1.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cds=19647331996610&agglevel=School&year=2020-21&initrow=&ro=y and Internal Data for the Classes of 2023 and 2024.
[13] LAUSD's Annual Oversight Visit Report for LALA dated March 20, 2024 (hereinafter 2024 Oversight Report).
[14] The 2024 CAASPP scores and the 2024 CA School Dashboard reports have not yet been published by the California Department of Education ("CDE"), but publication is expected before the LAUSD Board votes on this charter petition. In order to ensure this data is considered in review of our charter, we present the preliminary 2024 data throughout this analysis of our performance.

    - Mathematics increased to 12.79% Met/Exceeded and an estimated -109.2 DFS.[15]
- LALA recently received an Early College Grant from the California Department of Education to create an Early College High School that will provide LALA students access to college courses taught on the LALA campus, in collaboration with our college partner L.A. City College ("LACC") to bolster our dual enrollment program. Students will be able to earn transferrable credits, including an Associate's Degree, by the time they graduate high school, a tremendous benefit for the students we serve.
- We opened the Roger Lowenstein Library and Media Center, with a bilingual part-time Library Clerk; we have launched a Reading Pals program in which our older LALA students read to younger LAPLA peers to help promote literacy for our youngest students.
- The Leadership Team, comprised of the site administrators and teacher leaders, participated in two days of professional development at the Instructional Leadership Institute ("ILI") facilitated by the University of Washington, followed by a small-group school visit by the ILI that focused on deepening learning of instructional leadership including observing and analyzing classroom instruction and determining teacher PD needs.
- In an effort to strengthen student achievement, we have strengthened our after-school program and intentional academic supports, in partnership with After School All Stars and Sparks Tutoring; many of our Instructional Aides and Advanced Support Providers (similar to Aides but with more advanced qualifications) have been hired by ASAS and Sparks, helping provide continuity between the school day and after school.
- We have invigorated STEM programming, with a middle school Science Fair, Robotics and Coding for 7th/8th graders, 8th grade Science Lab, and STEM field trips for our middle and high school students to engage directly with STEM professionals. In 2023-24, we also hosted a College & Career-Ready CTE Middle School Symposium, aimed to equip educators with the tools and insights needed to guide middle school students toward fruitful academic and career paths
- Spearheaded by the academic counselor and high school principal, we have initiated the development of College and Career Readiness Workshops that will be introduced this school year, aimed at preparing students for the intricacies of the college admission process, college selection, and career exploration. We also switched from Naviance to the SCOIR system, which was selected for its expansive network of colleges and universities, user-friendly interface, and superior support for document management and submission. The implementation process involved thorough training for staff and students, ensuring a smooth transition and immediate engagement with the platform's features.
- In order to continue to align the middle and high school programs, LALA has aligned the School Events Calendar among all grade levels and introduced High School Shadow Days, an initiative that allows 8th-grade students from our middle school to experience a full day of classes in high school.
- To combat the chronic absenteeism that rose after the pandemic, LALA now:
    - Offers clean uniforms to students at no cost
    - Provides Metro TAP cards to all students experiencing transportation hurdles
    - Offers an Independent Study Program, offering an alternative pathway to continue students' education without compromising academic progress
- In 2022-23, LALA incorporated new P.B.I.S. Initiatives such as Student of the Month Assemblies, Incentivized Movie Days, and Positive Office Referrals to help focus on positive

[15] Estimated DFS for 2024 from TOMS Student Score Data File by EdTec.

student behaviors.

- LALA re-established the Parent-Teacher Council ("PTC") in 2023-24, which organized a variety of events to facilitate parent involvement in a meaningful and impactful way and help build community on campus:
    - Movie Nights
    - School Dances
    - School Fundraisers
    - School Valet Service
    - Food Drives
- A key component of LALA's community outreach initiative in recent years has included Campus Beautification Days, where community members are invited to volunteer in a range of beautification projects.

While not new, the **LALA HS Farm** continues to thrive on school grounds. This organic farm provides the classroom for the course on *Farming for Social Justice*, and also serves as a lab for interdisciplinary projects for other courses. For example, the Physics 9 class worked with the farm to develop and test irrigation systems that effectively utilize gravity. The Math 1 class observed the work of worms during composting and gathered data to estimate the number of worms needed to change the waste to compost. The English 10 class engaged in a unit on Food Deserts and used the information about the farm and its harvest as part of the evidence for conclusions drawn from the lesson. Art students grow some of their pigments on the farm, making connections to the preparation and use of dyes throughout history. Food grown on the farm is harvested and shared through our daily salad bar. It is also used by the after-school club*, Pioneros*, to teach about organic food and food access at the local farmer's market and to fundraise for the farm. Students from our middle grades and TK-5 partner school come often on walking field trips to learn from and enjoy the farm as well.

In keeping with our commitment to community development and social justice, LALA has partnered with several organizations that work with our students and families, including:

WestEd strengthens leadership, knowledge, and skill with research-informed professional development and proven, high-quality solutions for those engaged in early care, preK-16, and related fields. [https://www.wested.org/services/professional-development/] During the 2022-2023 academic year, our school embarked on a significant initiative to increase Math proficiency among students. Recognizing the pivotal role of teacher expertise in enhancing student learning outcomes, we partnered with West Ed for a series of professional development sessions. These sessions were meticulously designed to equip teachers with advanced strategies for supporting students in Math, aiming to elevate proficiency levels and deepen comprehension.

After-School All Stars crafts a unique program model approach to extended-day learning including academic and homework support; visual and performing arts; youth leadership and community service learning; and health, fitness, and nutritional programs that compliments the regular school day in the area of academic support and student achievement. [https://www.la-allstars.org] Continuing our commitment to after-school tutoring, we partnered with the All-Stars After-School Program in the 2023-2024 academic year. This collaboration ensures that students have access to comprehensive tutoring services, both during and after school hours, as well as engaging enrichments.

Violence Intervention Program ("VIP") protects and treats all victims of family violence and sexual assault through an innovative and integrated system of care, continuing to be the only 24/7 clinic for

abuse and assault within L.A. County with an on-site mental health and case-management services for children in distress and their families. https://violenceinterventionprogram.org

Alma Family Services provides East Los Angeles a comprehensive range of multilingual community-based services for families including those with special needs, and is the lead agency for a collaborative with the city's Office of Gang Reduction and Youth Development ("GRYD") (see below). https://www.almafamilyservices.org/about-alma)

The City of Los Angeles Mayor's Office of **GRYD** improves the overall health and well-being of youth, young adults, families, and communities by providing positive alternatives to promote prosocial decisions along with regional juvenile reentry services, community engagement programming, and other various initiatives. https://www.lagryd.org/mission-comprehensive-strategy.html The GRYD program plays a pivotal role in our strategy to support at-promise youth.

By providing a platform for social interaction with peers across different neighborhoods, GRYD fosters a sense of belonging and community among students. The program's healing circles offer a unique avenue for emotional and psychological support, encouraging students to express themselves and work through challenges in a constructive manner. Additionally, GRYD's extracurricular opportunities expand our students' horizons, promoting engagement beyond the classroom. The presence of GRYD employees on campus for individual meetings underscores our commitment to providing comprehensive support, ensuring students have access to prevention and intervention services tailored to their needs.

Parents, Educators/Teachers & Students in Action ("PESA") partners with government agencies to improve the Los Angeles community through support by and with the Teen Court Program of the Los Angeles Superior Court, Safe Passage Program of the Los Angeles City Attorney Office, Pathways to Law School Program of the Los Angeles Community College District, and the special needs children residing in the County of Los Angeles. [http://parentsinactionforbetterschools.org] PESA provides students with counseling services; mentoring opportunities; and other aids like college-application assistance. During the 2023-24 school year, the PESA program has provided the middle school with programs to teach students about bullying and being an advocate for their peers; anti-drug program and assemblies; and with seminars on how to process emotions and express their feelings.

Didi Hirsch Mental Health Services provides mental health, substance use disorder and suicide prevention services to low-income children and adults from across 10 locations and 74 schools across Los Angeles and Orange County. [https://didihirsch.org] Didi Hirsch has long provided support for LALA students with counseling services to aid students and their mental health, but we now have dedicated on-campus counseling three days per week. Didi Hirsch schedules sessions with students on campus and provides quality care in a familiar environment.

USC's Counseling Intern Program. LALA also has two counseling interns on campus through USC, supervised by our Counselor. These interns provide 1:1 and small group counseling for our students on campus.

Motivating Our Students Through Experience ("MOSTe") is a community-based mentoring, scholarship, and college-access organization that encourages young women's education and success. [https://www.moste.org] We have built a partnership with MOSTe mentorship, academic support, and enrichment programs. MOSTe directly contributes to the school's mission to provide every student with opportunities for personal and academic growth. The organization's focus on leadership

development, self-confidence, and personal growth aligns with our school's objectives to foster an environment where students are encouraged to pursue excellence in all facets of their lives.

ROW Educational Services: In August 2023, in partnership with ROW Educational Services, we welcomed a Transition Coordinator to our team. This pivotal addition has already made a substantial positive impact, offering our students one-on-one support for college transition services. This enhancement has not only broadened the scope of our support but has also enabled our academic counselor to concentrate more effectively on academic planning and early intervention strategies.

Building upon this momentum, we have further strengthened our collaboration with ROW Educational Services, turning our focus towards enhancing the support framework for our most vulnerable students, particularly those within the Special Education Department. This collaboration has borne fruit in the form of two significant new roles: a Special Education Coordinator and a DIS (Designated Instruction and Services) Counselor. The introduction of these positions has markedly increased our capacity to offer personalized support and services, marking a significant step forward in our ongoing commitment to inclusivity and academic achievement for all students.

Tutorly is an AI-powered homework assistant designed to provide comprehensive support for all academic needs. [https://tutorly.ai] In the 2022-23 academic year, we expanded our tutoring services through a partnership with Tutorly, introducing in-school tutoring for the first time. This initiative marked a pivotal shift towards integrating additional support directly within the school day, enhancing accessibility for students who might not be able to participate in after-school programs.

Sparks Academic Center has been shaping the minds of students to succeed both inside and outside the classroom for over 20 years by working with the best tutors around, with at least a Master's Degree and a subject matter expert in their respective fields. [https://sparksacademics.com] The 2023-24 academic year saw a significant enhancement in our tutoring offerings, with Sparks Tutoring providing specialized math support with trained academic tutors *during school hours* across all math courses. This targeted support is designed to address the specific math challenges faced by students, offering immediate assistance that aligns with the curriculum.

Healing Urban Barrios ("HUB") provides intervention/prevention and re-entry services to at youth/young adults, families and communities by promoting self-love, self-worth and self-recognition through a holistic approach using case management, restorative justice, mental health, cultural awareness and education. [https://letsvolunteerla.org/listing-item/healing-urban-barrios-hub/] Our partnership with Healing Urban Barrios underscores our commitment to addressing the broader social and economic challenges faced by our community. This nonprofit organization is integral to our efforts in promoting holistic development in our community, particularly focusing on empowerment and community upliftment. Initiatives such as healthcare access, educational programs, and economic development strategies align with our mission to support students beyond the academic realm. Importantly, the involvement of former students in these programs fosters a culture of giving back and community service, enriching the Lincoln Heights area through endeavors like food drives.

Through our partnerships with **LA Community College, East LA College**, **Mission College**, and **LA Trade Tech**, students have access to a variety of online and on-site community college courses that are considered for credit towards graduation at LALA and could also count as college credits towards their major.

LALA Meets the Charter Renewal Criteria Under Education Code Section 47607.2(b)

As detailed in the *LAUSD Policy and Procedures for Charter Schools, Updated June 20, 2023* ("LAUSD Charter Policy"), pursuant to amendments to the Charter Schools Act by A.B. 1505, "The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Education Code Section 47607(b).)
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Education Code Sections 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Are the charter school's enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Education Code Section 47607(e).)[16]

We address each of these criteria in turn.

LALA Meets Criterion 1 For Renewal with a Sound Educational Program, A Comprehensive Charter Petition, All Affirmations Described in Education Code 47605(e), and A Strong Likelihood of Successfully Implementing the Program Set Forth In This Petition

As detailed in the LAUSD Charter Policy, Criterion 1 "requires an analysis of the following [subsection letters added for clarity]:

> [a] Whether the petition includes a sound educational program;
> [b] Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
> [c] Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
> [d] Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).[17]

Regarding subparts [b] and [c] above, we respectfully submit that LALA herein presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which consist of the District's *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e). Consistent with LAUSD policy and past practice, we present minor updates, plus legal updates, throughout our charter petition,

[16] *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023. p. 28.
[17] Ibid, p.28-29

though it is substantively the same as what LAUSD has approved several times since our founding in 2002.

As for the soundness of LALA's educational program and the capacity of our team to implement the program detailed throughout these pages – subparts [a] and [d] above -- LAUSD's Charter Policy notes that these "are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the Charter School's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations."[18]

These four criteria directly align with the LAUSD Charter Schools Division's Annual Oversight Visit review system. In LALA's most recent Annual Oversight Report from LAUSD's Charter Schools Division ("CSD"), dated March 20, 2024, LALA received a 4/4 – "Accomplished" -- in Fiscal Operations; a 3/4 – "Proficient" -- in Governance[19] and Organizational Management, Programs, and Operations; and 2/4 – "Developing" in Student Achievement and Educational Performance:

[18] Ibid., p. 29.

[19] As noted by CSD in the Oversight Report, ***"A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations)."*** (2024 Oversight Report, p. 6, emphasis and highlights in original.)
LALA received a "4" in Governance in four out of the last five years. Despite the fact that CSD found no "Areas Noted for Further Growth or Improvement" and no "Corrective Action Required," this new "policy" declares that a "2" in Education means that our Governance is downgraded to a "3."

2023-24:

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	**2, Developing**	**3, Proficient**	**4, Accomplished**

(2024 Oversight Report, p. 2.)

In the 2024 Oversight Report, CSD staff noted several "Areas of Demonstrated Strength and/or Progress" which are outlined below:

Governance

- **Governance Structure and Compliance Monitoring:** The Governing Board has implemented the organizational structure set forth in the Charter School's operative charter, including committees/councils; and has a system in place to ensure it complies with the Brown Act and all other applicable legal requirements.
- **Due Process:** The Governing Board has well-developed systems in place to ensure that the Charter School provides due process, in accordance with applicable laws, the charter, and LAUSD's charter policy, for students, employees, parents and the public
- **Responsive and Accountable Governance (Educational Program):** The Governing Board considers Charter School performance data, stakeholder input, and other data to inform decision-making (e.g, approving action plans and/or resources, analysis and discussion, etc.)
- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates/reports regarding student achievement and other key aspects of Charter School performance and operations from the organization's Executive Director, executive-level staff (e.g., Chief Operations Officer), school principal(s), committees of the board (e.g., key stakeholders such as teachers, and students).
- **Responsive and Accountable Governance (Staffing Evaluations):** The Governing Board regularly monitors Charter School staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all Charter School-based staff and executive level leadership staff

Student Achievement and Educational Performance

- **Dashboard Schoolwide English Learner Progress:** The schoolwide Dashboard ELPI color is Blue, as compared to the state's color of Yellow. The Charter School's 2023 percentage of English Learner students making progress towards English language proficiency (71.4%) is higher than the state average (48.7%).
- **Dashboard Schoolwide Graduation Rate (Grades 9-12):** The schoolwide Dashboard Graduation Rate Indicator color is Green, as compared to the state's color of Orange. The Charter School's 2023 Graduation Rate (87.9%) is higher than the state average (86.4%).
- **Dashboard Schoolwide Suspension Rate:** The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The Charter School's 2023 percentage of students suspended at least one day (1.0%) is lower than the state average (3.5%).

Organizational Management, Programs, and Operations

- **Implementation of the Educational Program:** The Charter School has successfully implemented the educational program, including key features, outlined in its charter and aligned its program

to California State Content Standards specific to the grade levels served

- ● Charter School leaders highlighted key features of the Charter School to CSD staff including but not limited to: ○ Growth Mindset (teachers provide explicit instruction on the difference of Growth Mindset and Fixed Mindset)
- ○ Collaborative Learning Environment (using Kagan structures to create opportunities for students to work together in partners)
- ○ Social Justice Themed (students engage in meaningful educational activities that help them develop skills and attributes that will lead to lifelong activism and engagement in the communities in which they live)
- ○ Partner with PESA (teacher guides Seniors in completing requirements for State Seal of Civic Engagement ("SSCE"))
- ● Review of documentation in Folder III, discussions with Charter School leaders, and classroom observations, included evidence of implementation of the above key features (e.g., in student work, in the classroom and Bulletin Boards). The Charter School also provided professional development materials related to the Charter School's key features (e.g., Kagan Structures, Data Analysis, Internal Benchmarks), and a description of the Charter School's process for determining professional development needs, which includes mandated trainings, student academic achievement, and teacher input.
- ● Charter School leaders identified the following focus areas aligned to the Charter School's key features and professional development program:
- ○ In grades 6-8: Kagan Structures, Math Three Reads, and small group for students.
- ○ In grades 9-12: formative assessments, scaffolds and Advancement Via Individual Determination ("AVID") schoolwide strategies.
- ● During class walkthroughs, CSD staff observed evidence of implementation of the identified focus areas.

- **Meeting the Needs of All Students (Student Group Data Analysis):** The Charter School has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student subgroups; provides standards-aligned designated and integrated English Language Development ("ELD") for English Learners; and evidence of systems to modify instruction based on data analysis

● Review of documentation in Folder III, classroom observations, and discussions with Charter School leaders included evidence of implementation of differentiated instructional strategies designed to meet the needs of all students in the areas of Reading, Mathematics, and ELD including but not limited to:

- ○ Small group instruction (e.g., Differentiated instruction in the Classroom)
- ○ Intervention/enrichment programs designed to meet the needs of the Charter School's student groups (e.g., small group instruction, Literature Circles, learning stations, etc.) that include regular data analysis and progress monitoring.
- ● Implementation of integrated and designated ELD. Evidence includes, but is not limited to:
  - ○ Los Angeles Leadership Academy English Learner Master Plan
  - ○ Designated ELD Schedule
  - ○ Examples of Integrated and Designated ELD Lesson Plans
  - ○ Examples of lesson plans aligned to the California English Language Development Standards.
  - ○ Professional Development Training (ELD Training - Integrated Vs. Designated ELD)

- **Special Education:** The Charter School has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records
- **School Climate and Student Discipline:** The Charter School has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights . . . .
  ●The CSD's review of documentation in Folder III, discussions with Charter School leaders, and classroom/campus observations included evidence of systems to promote a positive school climate including, but not limited to,
    - ○ A schoolwide positive behavior support system (e.g., Positive Behavioral Interventions and Supports ("PBIS"), Expectations for Success Remember a Lion Always "Roars" R- Respectful, O-Ownership, A- Active Learner, R- Responsible).
    - ○ Alternatives to suspension and evidence of restorative justice practices (e.g. Tiered Interventions, PBIS, No contact contracts, Daily behavior contract, etc.)
    - ○ Social Emotional Team Meetings / support
    - ○ Counseling referrals
    - ○ Positive Office Referral ("POR")
    - ○ Use of Trauma Informed Practices
    - ○ Professional development on topics related to school climate and/or student discipline (e.g. PBIS Positive Behavior Intervention & Support and School Climate & Analysis Culture).

  ● Per the *LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality*, the Charter School's 2022-23 suspension event rate was 1.0%, and suspension disproportionality rates for the Charter School's Students with Disabilities student group was 1.9%.

Fiscal Operations

- **"LALA's fiscal condition is positive, receiving a rating of 4, Accomplished."**

(2024 Oversight Report (emphasis added).)

LAUSD Benchmarks

When LALA was last renewed in the 2016-17 school year, the LAUSD Board assigned three Student Achievement benchmarks and one Operations benchmark. We respectfully submit that LALA has met all of these benchmarks.

CSD staff included these benchmarks and status updates in the 2024 Oversight Report:

> **Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**
>
> LA Leadership Academy (8756) Board Approved 11/21/16 BR 221-16/17 Term 2017-2022 Instructional Benchmark 2017-2022:

1. Increase the number of students who successfully complete A-G requirements with C or better as measured by cohort graduation rates.
Status: Met - As per the Four-Year Cohort Graduation Rate report from CDE Data Quest, for the years 2021-22 and 2022-23, Los Angeles Leadership Academy grew from 68.1% to 87.5%.[20]

2. Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment.

○ **Status: Met**
LALA has MET this benchmark for three key contextual reasons: (1) the pandemic led to dramatic declines in student outcomes statewide since this benchmark was set; (2) as a small school with just 200-250 students tested each year, small fluctuations up and down are to be expected and are seen in the State and District data; and (3) our 2024 CAASPP Met/Exceeded rates <u>increased</u> in both ELA (34.9%) and Math (12.8%), as detailed more fully below.

- Per Educational Testing Systems' website 2021-22 & 2022-23 Smarter Balanced ELA and Mathematics Test Results at a Glance, the majority of the significant subgroups decreased in the percentage of students Meeting/ Exceeding standards as indicated in the table below.

	2021-2022	2022-2023
➢ All Student Group	29.7% (ELA) 9 .12% (Math)	27.23% (ELA) 7.07% (Math)
➢ English Learners	36.71% (ELA) 11.60% (Math)	33.54% (ELA) 9.76% (Math)
➢ Latino	28.40% (ELA) 9.24% (Math)	27.86% (ELA) 7.24% (Math)
➢ Socially Economically Disadvantaged	28.57% (ELA) 9.17% (Math)	29.56& (ELA) 7.35% (Math)

3. Increase the number of English Learners demonstrating full English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average.

○ **Status: No Update** –
LALA respectfully contends we have MET the intent and purpose of this benchmark even though reclassification rates currently are not reported by CDE. Our English Learner Progress Indicator has consistently been higher than the State's ELPI each year since it was introduced, with a 2023 ELPI of 71.4% compared to the State's 48.7% -- <u>22.7 percentage points higher</u>. We believe this more than demonstrates that we are serving our English Learner students well in getting them to English proficiency; LALA has <u>met</u> this benchmark.
As of the date of this report there is no data available for Charter School's reclassification rate for 2021-22 or the 2022-23 school year).

* * *

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

[20] LALA's 2024 four-year cohort graduation rate increased further to 95% -- 43 out of 45 students. (Internal data.)

LALA will provide a description to the Charter Schools Division with annual verification of timely submission to CALPADS within 30 days of the reporting window for English Learner Reclassification.
● **Status: Met** school reports submitting annual verification to CALPADS withing 30 Days of reporting window for English Learner reclassification.

(2024 Oversight Report.)

The LAUSD Charter Policy notes that, "As part of its analysis [of Criterion 1], the LAUSD Board of Education will assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance."[21] We believe the foregoing demonstrates fully that LALA's CEO/Superintendent, Principal, teachers, staff, and Board have and continue to be firmly committed to successfully implementing the terms of the charter that originally was authorized 22 years ago. The LALA leadership team has demonstrated the capacity, expertise and experience to quickly address any challenges that arise and make necessary improvements.

LALA has met all of the elements of CSD's charter renewal Criterion 1.

LALA MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND STUDENT GROUP PERFORMANCE ON THE CA DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT EACH YEAR OF THE CHARTER TERM

We are pleased that the law and the CDE determined that LALA is a "Middle Performing School" for purposes of this charter renewal, based on the 2023 California School Dashboard indicators.[22]

[21] Ibid.
[22] https://www.cde.ca.gov/sp/ch/csperformcategory.asp.



Source: *https://www.caschooldashboard.org/reports/19647331996610/2023*

LALA achieved Blue, the highest tier, for English Learner Progress and Suspension Rate; Green, the second highest tier, for Graduation Rate; Orange, the second lowest tier, for Chronic Absenteeism, English Language Arts, and Mathematics, and Low, the second lowest tier, for College/Career Indicator ("CCI").

2023 Dashboard Performance Levels

	LALA	CA
ELA	Orange	Orange
Math	Orange	Orange
English Learner Progress	Blue	Yellow
College/Career Indicator	Low	Medium
Graduation Rate	Green	Orange
Chronic Absenteeism	Orange	Yellow
Suspension Rate	Blue	Orange

In five out of the seven metrics, LALA achieved the same or higher performance level than the California average:

- rating the same as the State, Orange, in ELA and Math
- rating two performance levels higher in ELPI (Blue for LALA compared to Yellow at the State) and Graduation Rate (Green for LALA compared to Orange for California)
- rating three performance levels higher for Suspension Rate (Blue compared to Orange)
- rating one performance level lower than the State average for College/Career Indicator (Low compared to Medium at the state) and Chronic Absenteeism (Orange at LALA compared to Yellow for the state).

The Dashboard for 2023 indicates that LALA meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

For middle performing charter schools, the LAUSD Charter Policy states the following considerations for renewal:

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

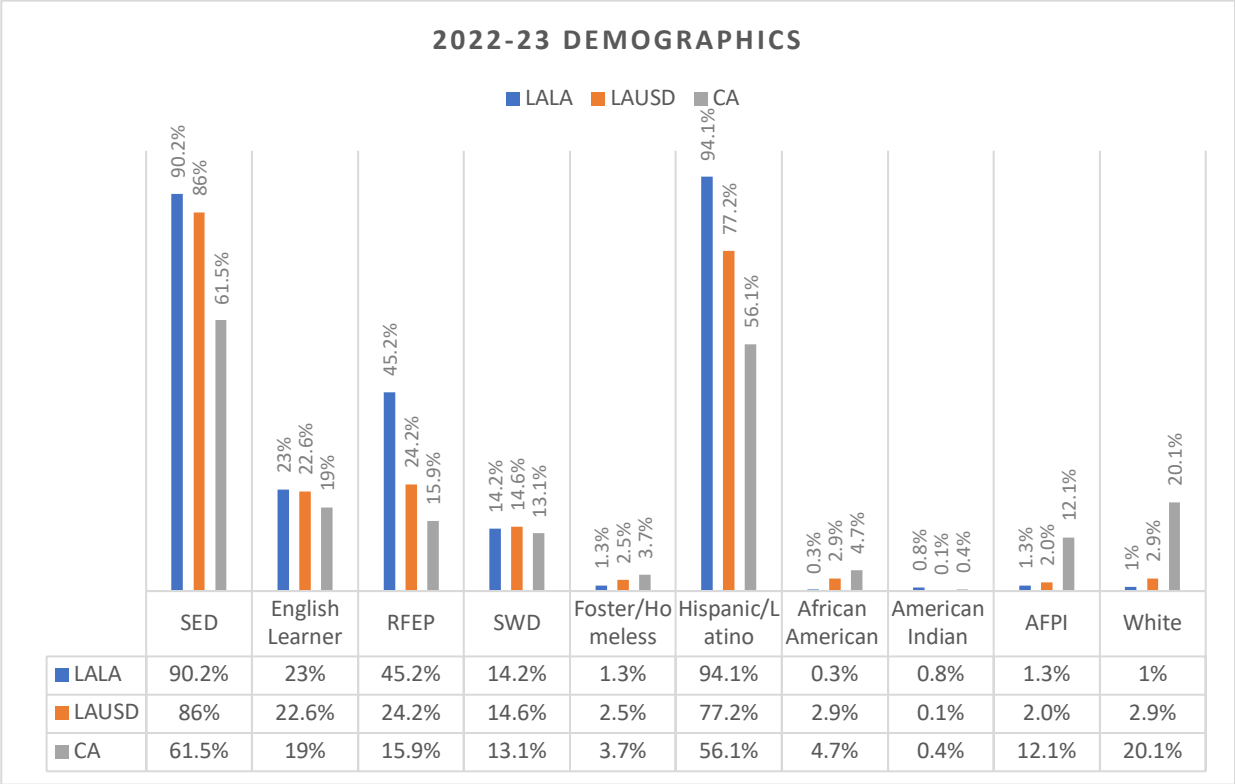
1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
    a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.[23]

We focus here first on LALA's schoolwide and student group performance on the Dashboard, with "greater weight" focused on the academic indicators (Graduation Rate, ELA, Math, ELPI and CCI). We then turn to the clear and convincing evidence demonstrated by "verified data," namely, CAASPP scores for our middle grades students (year-to-year comparisons are not possible for high school, with only 11th grade tested) and Northwest Evaluation Association's ("NWEA") Measures of Academic Progress ("MAP") data , showing that LALA is achieving measurable growth for our students. Lastly, we include evidence of strong postsecondary outcomes for our alumni, with higher-than-state average college enrollment rates.

LALA'S 2023 CALIFORNIA DASHBOARD ACADEMIC INDICATORS – AND PRELIMINARY 2024 DATA -- WARRANT RENEWAL

First, for context, we offer a comparison of the enrollment demographics of LALA to those across the District and State, using enrollment data from 2022-23 to reflect those students included in the most recently published California School Dashboard reports and other data:

[23] LAUSD Charter Policy, p. 36.



	SED	English Learner	RFEP	SWD	Foster/Homeless	Hispanic/Latino	African American	American Indian	AFPI	White
LALA	90.2%	23%	45.2%	14.2%	1.3%	94.1%	0.3%	0.8%	1.3%	1%
LAUSD	86%	22.6%	24.2%	14.6%	2.5%	77.2%	2.9%	0.1%	2.0%	2.9%
CA	61.5%	19%	15.9%	13.1%	3.7%	56.1%	4.7%	0.4%	12.1%	20.1%

Source: https://www.caschooldashboard.org, https://www.data1.cde.ca.gov

Of note:

- LALA serves approximately 50% more SED students than the State average (90.2% at LALA, 61.5% CA).
- LALA serves more ELs (23%) than the State average (19%) for all grades (TK-12) and has three times as many RFEP students (45.2%) at the State average (15.9%).
- LALA serves a slightly higher than the State average percentage of SWD (14.2% at LALA compared to 13.1% CA); and in 2022/23 a slightly lower than State average percentage of H/FY (1.3% LALA compared to 3.8% State). In 2023/24, we note that our percentage of H/FY increased notably to 5.7%.[24]
- LALA serves almost double the percentage of Hispanic/Latino youth at 94.1% of our student population, compared to a State average of 56.1%.
- LALA's test data is based on just 200-250 students in grades 6-8 and 11 tested in recent years, compared with 2,991,000-2,983,000 in grades 3-8 and 11 across the State.[25] The impact one student has on overall data is significant.

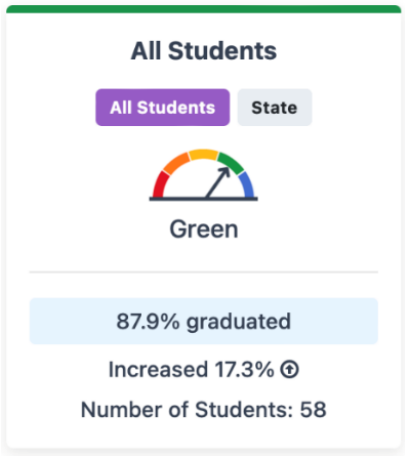
[24]https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647331996610&agglevel=school&year=2023-24

[25]https://www6.cde.ca.gov/californiamodel/pratereport?&year=2023&cdcode=0000000&scode=&reporttype=schools
To date, Difference from Standard (DFS) scores cannot be segregated by grade level and are reported for all grades tested, 3-8 and 11, making it impossible to analyze comparisons with schools such as LALA that only serve a segment of those grade levels.

We also note that the majority of our students (61-74% in recent years) matriculate into our 6th grade after completing 5th grade at our sister school, LALPA, which shares a campus with the Charter School. We do admit new students at *all grade levels* each year, including 12th grade. [26] In 2022-23, for example, 44 students, or 21% of our middle grade enrollment (6-8) were new to us, and 17 students (10%) of our high school enrollment (9-12) were new. In many cases, these students and their families are newcomers to the United States, and have extensive support needs that LALA and our partners are able to provide.

With that context in mind, we now address our student outcome data.

Graduation Rate

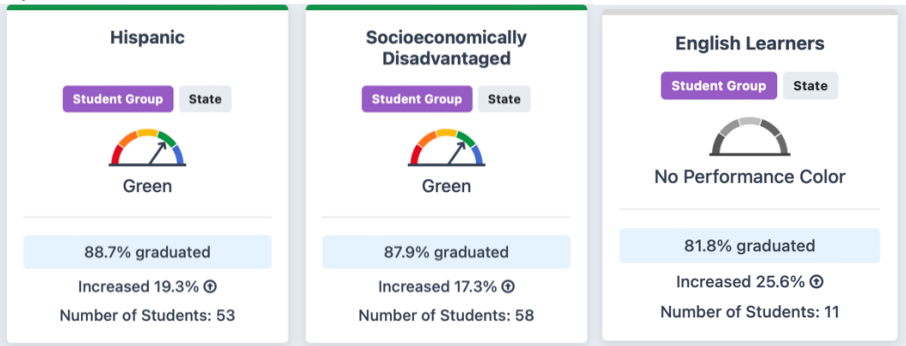


Source: https://www.caschooldashboard.org/reports/19647331996610/2023

We are happy to report that we achieved the second highest tier of Green for our Graduation Rate, ***increasing by 17.3 percentage points from 2022*** to 87.9% with 58 graduates, slightly higher than the State average of 86.4% (503,548 graduates statewide). In 2023-24, we achieved continued growth with a graduation rate of 95% with 43 out of 45 students graduating.[27] With such small graduating classes each year, we naturally see some variation in the percentages as *one student can represent two percentage points in the Dashboard* (compared to the State averages, where one student represents approximately .000234 of a percentage point).

[26] Our student Stability Rates have ranged from 87.6-95.4% in the last three years, compared to 87.2-91.9% across LAUSD those same three years since the pandemic.
[27] Internal data.

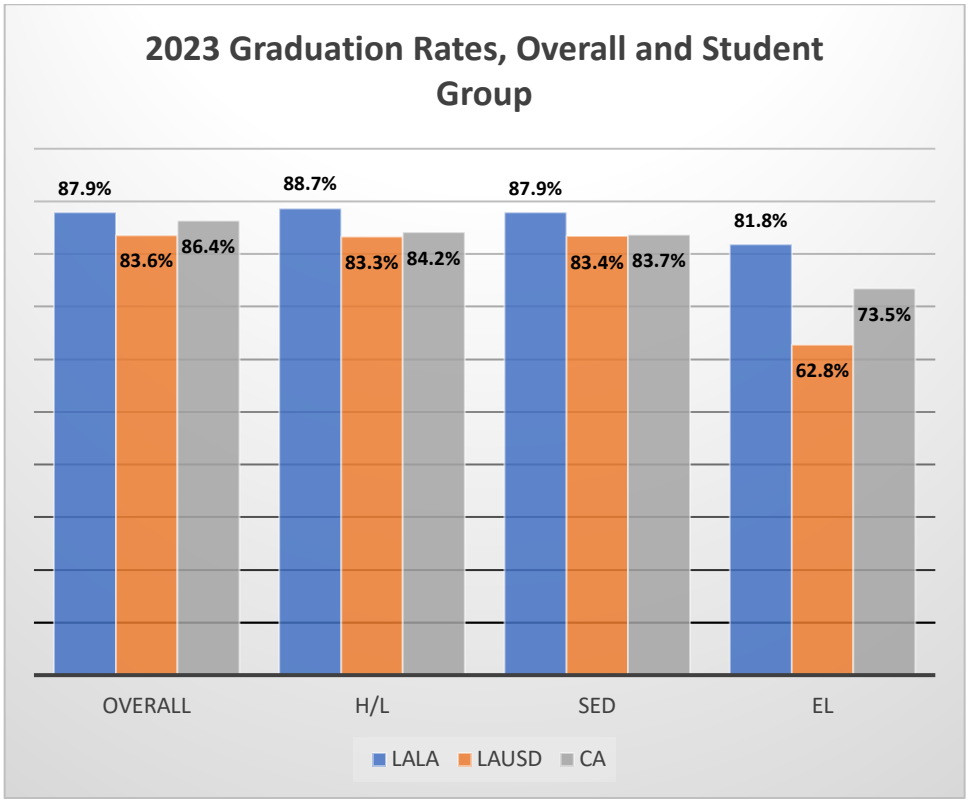
Student Groups, Graduation Rate



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-engagement#graduation-rate

All of our numerically significant student groups saw large increases in 2023 as well. Our Hispanic/Latino ("H/L") population increased 19.3 percentage points from 2022 to achieve an 88.7% graduation rate, higher than the State average of 84.2% for H/L. Our SED population increased 17.3 percentage points from 2022 to achieve an 87.9% graduation rate, higher than the State average for SED students of 83.7%. And, finally, our English Learners increased 25.6 percentage points from 2022 to achieve an 81.8% graduation rate, higher than the State average of 73.5% for ELs.

Overall and in <u>all</u> numerically significant student groups, LALA outperformed LAUSD and the State.

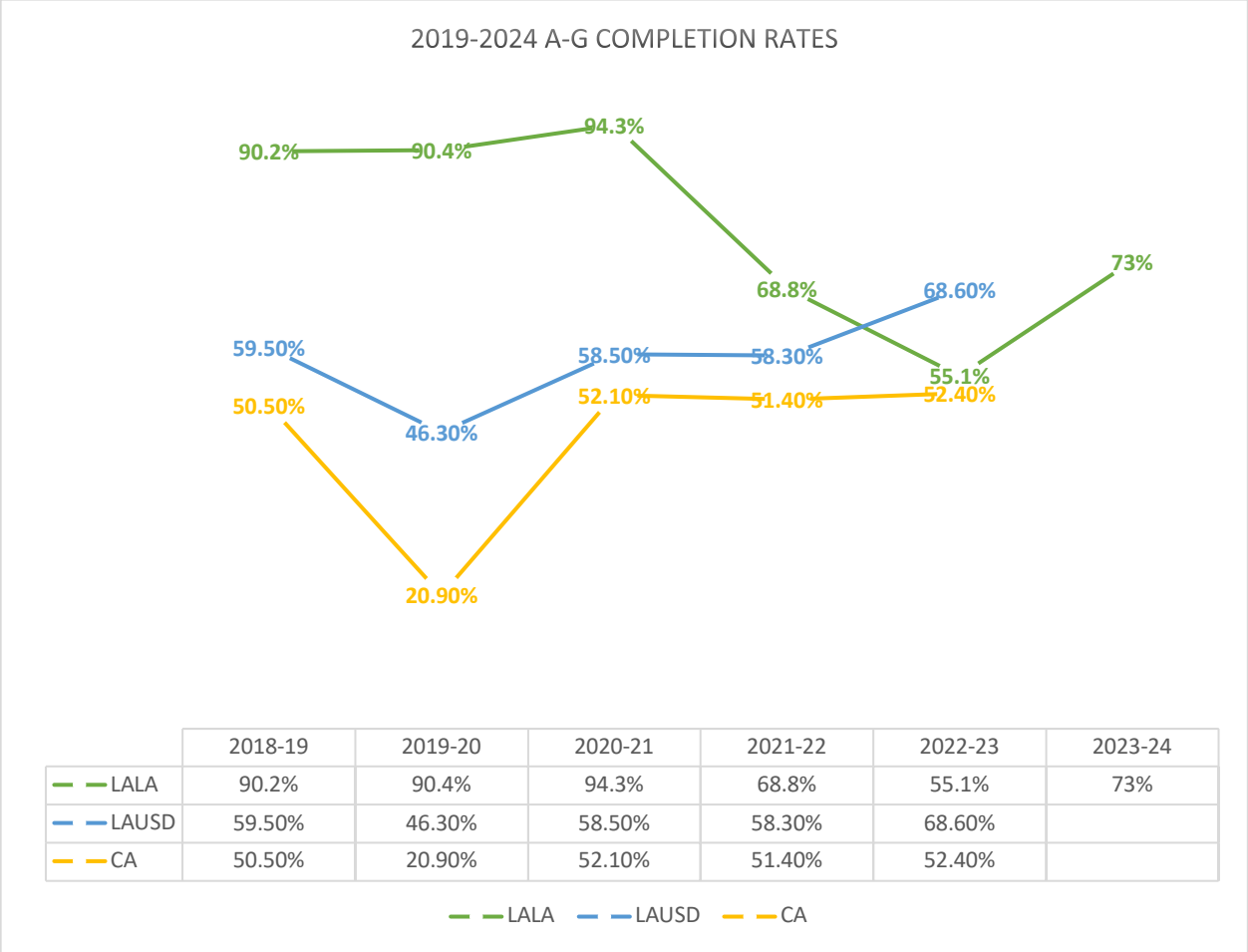


Source: https://www.caschooldashboard.org

A-G Completion Rate

While not included on the Dashboard reports as a separate indicator, we wish to highlight the fact that in ***every year of this charter term, LALA's graduates have had a higher A-G completion rate than the State average, even through the pandemic***. In the most recent reported data, LALA's 55.1% A-G completion rate in 2022-23 was slightly higher than the State average of 52.4%. From 2021-2024, several LALA students opted for the State Minimum graduation requirements[28] that were available to students due to the pandemic, including 24 of the 53 graduates (45%) in 2023. This resulted in a significant reduction in LALA's A-G completion rate starting in 2022 and continuing through 2024.

In 2024, our A-G rate increased significantly to 73% as fewer students -- 10 out of the 43 grads (23%) -- opted in to the State minimum requirements.[29] We anticipate that the Class of 2025 will return to pre-pandemic rates in the 90th percentile range and ultimately 100%.



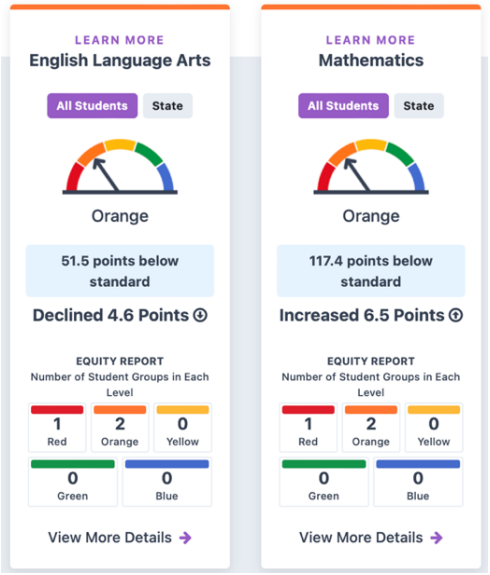
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LALA	90.2%	90.4%	94.3%	68.8%	55.1%	73%
LAUSD	59.50%	46.30%	58.50%	58.30%	68.60%	
CA	50.50%	20.90%	52.10%	51.40%	52.40%	

Source: https://www.data1.cde.ca.gov

[28] Students who were enrolled in their third or fourth year of high school during the 2020–21 school year, and who are not on track to graduate in the 2020–21 or 2021–22 school year, will be allowed to complete the California State Minimum High School Graduation Requirements pursuant to *Education Code* Section 51225.3. https://www.cde.ca.gov/nr/el/le/yr21ltr0816.asp LALA had 11 students in the class of 2022, 24 students in the class of 2023, and 10 students in the class of 2024 opt into the state minimum graduation requirements.

[29] Internal data based on student transcripts.

California Assessment of Student Performance and Progress

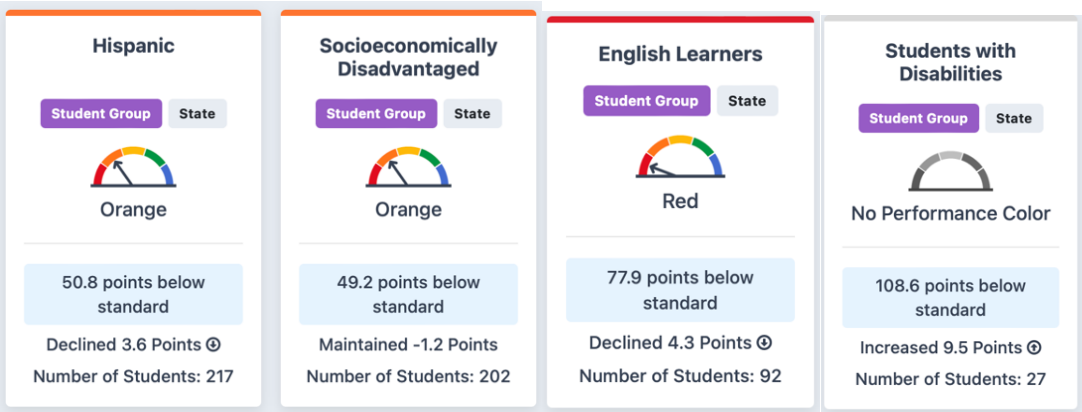


Source: https://www.caschooldashboard.org/reports/19647331996610/2023#english-language-arts-card

On the 2023 Dashboard, our 6-8 and 11th grade students overall achieved Orange in ELA and Math – the same as the State average. In ELA our 2023 DFS declined 4.6 points to 51.5 below standard (the State was -13.6 across all grades tested, 3-8 and 11); in Math our 2023 DFS increased 6.5 points to 117.4 below standard (the State was -49.1 across all grades tested 3-8, 11). **Based on our internal calculations, our 2024 DFS in ELA has *increased* 5.6 points to -45.9 and our Math score has *increased* 6.5 points to -109.2.**[30] While we consistently strive to realize stronger outcomes for our students, we are pleased that we have made gains since the pandemic.

Student Groups

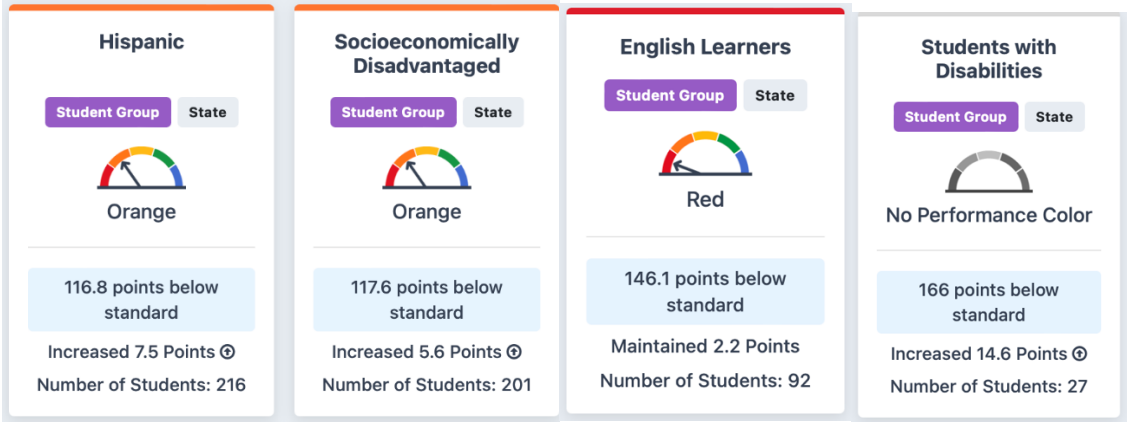
English Language Arts



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-language-arts

[30] Estimated DFS for 2024 from TOMS Student Score Data File by EdTec.

Mathematics



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#mathematics

Given that our Hispanic and SED student groups comprise the majority of our student population, these groups' scores were very close to the LALA's overall student results in both ELA and Math. In ELA, Hispanic/Latino students achieved Orange, with a 3.6 decline from 2022 at -50.8 DFS, below the State Average across all grades tested, 3-8 and 11, of -40.2 DFS. Our SED population also achieved Orange at -49.2 DFS, slightly below the State SED average of -42.6 DFS, and "maintaining" our scores from 2022 with a 1.2 point decrease. Our EL population fell into the Red category, declining 4.3 points from 2022 at -77.9 DFS, lower than the State average of -67.7 DFS. Our Students with Disabilities (no color) increased 9.5 points from 2022 at -108.6 DFS, lower than the State average of 96.3 DFS.

In Math, our Hispanic/Latino students were at the Orange level, increasing 7.5 points to -116.8; SED students were similar with a 5.6 point increase to -117.6 (also Orange), and EL falling into the Red, maintaining with 2.2 points to -146.1. SWD had no performance color and increased 14.6 points to -166.

Estimated 2024 ELA DFS for student groups shows additional gains for each group – as much as 34.3 DFS points -- with the exception of SWD maintaining:

Student Group	Estimated Participation Rate	2023 Dashboard DFS	Estimated 2024 DFS	Change
All Students	100%	-51.5	-45.9	5.6 ↑
Socioeconomically Disadvantaged	100%	-49.2	-45.2	4.0 ↑
English Learners	100%	-77.9	-43.6	34.3 ↑
Students with Disabilities	*100%*	*-108.6*	*-109.0*	*-0.4* →
Hispanic or Latino	100%	-50.8	-45.1	5.7 ↑

.

Internal Data.

Estimated 2024 Math DFS for student groups shows gains across the board, including 41.8 DFS point increase for ELs in Math:

Student Group	Estimated Participation Rate	2023 Dashboard DFS	Estimated 2024 DFS	Change
All Students	100%	-117.4	-109.2	8.2 ↑
Socioeconomically Disadvantaged	100%	-117.6	-107.9	9.7 ↑
English Learners	100%	-146.1	-104.3	41.8 ↑
Students with Disabilities	100%	-166	-150.8	15.2 ↑
Hispanic or Latino	100%	-116.8	-108.5	8.3 ↑

Internal Data.

As detailed in the table below, overall, and for each statistically significant student group, LALA has now returned to – and exceeded – pre-pandemic proficiency rates, with an overall increase since 2019 of 3.09 percentage points in ELA and 1.85 percentage points in Math from 2019 proficiency rates, with each student group gaining .3 to 8.25 percentage points in proficiency.

LALA CAASPP Met/Exceeded % 2019 to 2024

		ELA		Math	
		LALA	Growth	LALA	Growth
All Students	2024	33%	+3.09	13%	+1.85
	2023	27.23%		7.08%	
	2022	29.17%		9.12%	
	2021	32.62%		16.53%	
	2020	N/A		N/A	
	2019	29.91%		11.15%	
H/L	2024	33%	+3.00	13%	+3.37
	2023	27.89%		7.24%	
	2022	28.40%		9.24%	
	2021	32.58%		16.59%	
	2020	N/A		N/A	
	2019	30.00%		9.63%	
SED	2024	30%	+0.3	12%	+1.88
	2023	29.56%		7.35%	
	2022	28.57%		9.17%	
	2021	32.05%		15.06%	
	2020	N/A		N/A	
	2019	29.70%		10.12%	
ELs	2024	10%	+8.25	4%	+2.51
	2023	10.0%		0%	
	2022	1.75%		0%	
	2021	6.15%		1.49%	
	2020	N/A		N/A	
	2019	3.70%		2.47%	
	2018	4.23%		2.82%	
SWD	2024	7%	+7	8%	+8
	2023	7.41%		0%	

	2022	8.57%		2.94%	
	2021	9.76%		2.33%	
	2020	N/A		N/A	
	2019	0%		0%	

Source: https://caaspp-elpac.ets.org/caaspp/, Internal Data

While we do not yet have published data for 2024, we note that as of 2023, statewide proficiency rates were a mix of increases and decreases compared to pre-pandemic rates in 2019:

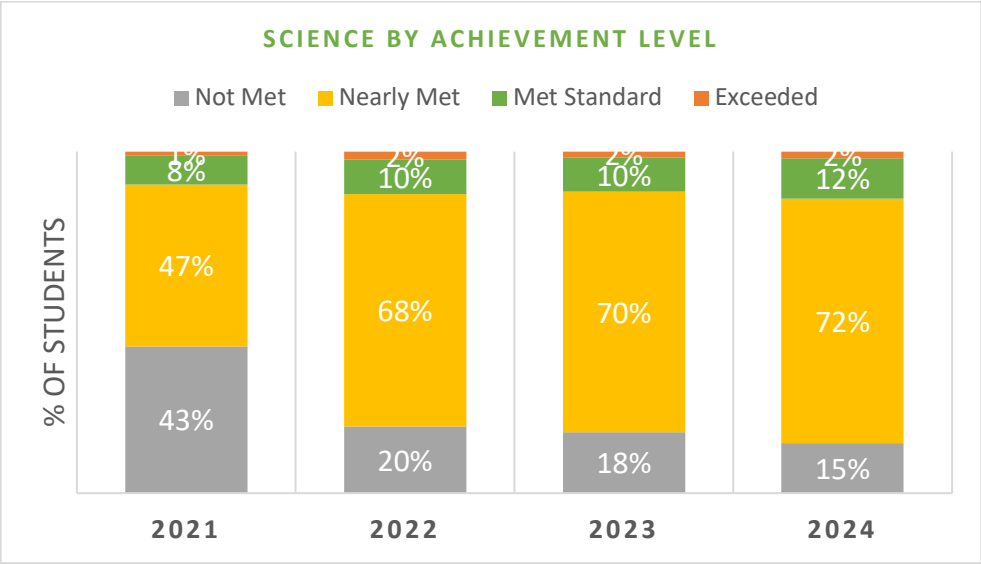
ELA and Math CAASPP State Percentages, 2019-2023

		ELA		Math	
		CA	Growth	CA	Growth
All Students	2023	46.66%	+2.55%	34.62%	+1.15%
	2019	44.11%		33.47%	
H/L	2023	36.08%	-2.62%	22.69%	-4.78%
	2019	38.70%		27.47%	
SED	2023	35.27%	-2.93%	22.91%	-4.68%
	2019	38.20%		27.59%	
EL	2023	10.87%	+5.09%	9.93%	-3.12%
	2019	5.78%		6.81%	
SWD	2023	15.75%	+3.89%	12.26%	+2.85%
	2019	11.86%		9.41%	

Source: https://caaspp-elpac.ets.org/caaspp/

California Science Test

While not included in the CA School Dashboard reports, we include here our California Science Test ("CAST") data from recent years to further illustrate the academic outcome gains we are making since the onset of the pandemic in 2020. While we are working to increase Met/Exceeded levels well above 14%, we are encouraged by the number of students who are "Nearly Met" – a full 72% -- and are working to move more of these students to proficiency.

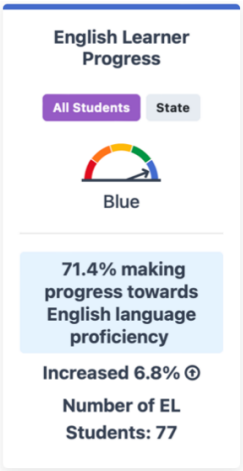


Source: https://caaspp-elpac.ets.org/caaspp/DashViewReportCAST?ps=true&lstTestYear=2023&lstTestType=X&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=64733-1996610&lstSchool=1996610, and 2024 internal estimates.

English Learner Progress Indicator

LALA has long excelled in serving our significant EL student population. In 2022-23, the most recent year with Dashboard data, 25% of our secondary grade students were ELs,[31] including 10.6%[32] Long-Term English Learners ("LTELs") and 3.4% "Newcomers."[33]

We are very pleased that the ELPI for 2022-23 shows that 71.4% of our EL students made at least one year's progress towards proficiency, with the highest possible Blue rating, ***22.7 percentage points above the State ELPI of 48.7***%.



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-learner-progress,

LALA has consistently outperformed State averages on the ELPI, typically by significant margins:

Year	LALA	CA
2022/23	71.4%	48.7%
2021/22	64.6%	50.3%
2020/21	NA	NA

[31] https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647331996610&agglevel=School&year=2022-23

[32] https://data1.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19647331996610&agglevel=School&year=2022-23

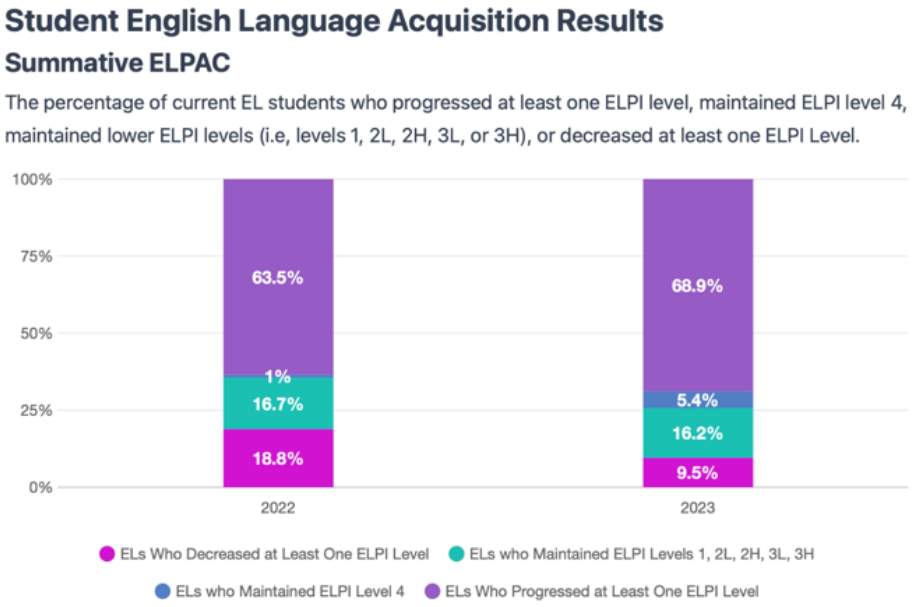
[33] https://data1.cde.ca.gov/dataquest/longtermel/ElYearsLevels.aspx?cds=19647331996610&agglevel=School&year=2022-23 **Long-term English Learners (LTELs)** are those English learner students who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting criteria for reclassification. (https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/577/DELAC/DELAC%20Glossary_2020_2021_3_2_2021.pdf)
Newcomer students are students who have arrived in the U.S. within the past two years, who exhibit a spectrum of instructional needs.
(https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/577/DELAC/DELAC%20Glossary_2020_2021_3_2_2021.pdf) Newcomer students often include English learners and may also include, but not be limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the local educational agencies. (https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp)

2019/20	NA	NA
2018/19	60.8%	48.3%

Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-learner-progress

On the 2023 Summative ELPAC administered in the spring, 68.9% of our 77 EL students progressed at least one level on the ELPAC, 5.4% maintained level 4 (and were reclassified), 16.2% maintain ELPI levels 1-3 and 9.5% decreased a level.[34]

LALA Student English Language Acquisition Results



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-learner-progress

In our post-pandemic response to the significant needs of our EL students, including those who are Newcomers to the U.S., LALA expanded our existing after-school program, with a special emphasis on assisting students who are new to the country and possess limited English proficiency. To address this challenge, we introduced a dedicated after-school support group tailored specifically for our newcomer students. This initiative was designed to immerse them in the English language through an engaging and supportive learning environment. The program focuses on developing essential language skills, including reading, writing, and oral communication. Key strategies include:

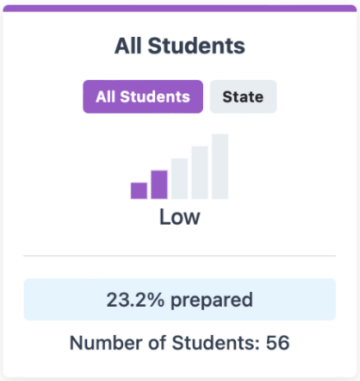
- Targeted Tutoring Sessions: Students engage in structured activities aimed at improving their English proficiency. These sessions include practical exercises that encourage students to read, write, and speak in English.
- Vocabulary Expansion: Utilizing site-words and phonetic pronunciation cards, the program places a strong emphasis on expanding students' vocabulary. This approach is instrumental in building a solid foundation for language acquisition.

[34] https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-learner-progress

- Academic Integration: The program encourages ELs to take academic risks by actively participating in classroom discussions and engaging with their peers on school yard. This integration fosters a sense of belonging and contributes to their overall language development.

College/Career Indicator

We believe all of our graduates are college- and career-ready, and we are proud that 55.6-66.7% of our graduates in the Classes of 2018 to 2022 have enrolled in college, with even higher rates projected for the Classes of 2023 and 2024 . (See below for a discussion of LALA's postsecondary outcomes under "verified data.") Prior to the pandemic, LALA's College/Career Indicator was higher than the State average each of the first two years after it was introduced: 52.8% at LALA in 2018 compared to 42.2% CA, and 44.7% at LALA in 2019 compared to 44.1% State average. No CCI was issued from 2020-22 due to the pandemic. In 2023, we unfortunately had a steep decline from pre-pandemic CCI rates as our A-G completion declined during the pandemic. Whereas in 2019, 90.2% of our 47 graduates met A-G requirements, in 2023, just 55.1% of our 56 graduates met A-G.[35] The 2023 cohort thus scored "Low" on the CCI with 23.2% of our 56 students (13 students) rated "Prepared," below the State average of 43.9%, with another 26.8% "Almost Prepared." These same 13 students comprise the Hispanic and SED students who were Prepared (25.5% of the 51 Hispanic students and 23.2% of the 56 SED students).[36]



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#college-career

The CCI "includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school." [37] As detailed in the California Department of Education's *2023 Dashboard Technical Guide: College and Career Indicator*, "[T]he CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education ("CTE") Pathway, (b) course requirements for meeting University of California ("UC") or California State University ("CSU") requirements (i.e., a-g), or (c) a course of study specifically designed to meet the student's individual interests."[38]

[35] In order to be "prepared" on the CCI, a student who meets A-G criteria must also meet one of the secondary criteria listed below.
[36] As both our senior EL and SWD populations were below 11 students, scores are not publicly available.
[37] https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups
[38] CA Department of Education, 2023 Dashboard Technical Guide: College and Career Indicator (CCI), 2023, p. 2.

As a very small high school with approximately 50 students per grade level, the broad offerings contemplated by the CCI are not realistic for our small school. The specific metrics included in the CCI are:

Met via Career Technical Education Pathway Completion ***[Not offered at LALA.]***

Met via Smarter Balanced Assessment

At least a Level 3 "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics.

Met via College Credit Course *[Limited viable options at LALA to date; new program in 2024-25.]*

Completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

Met via Advanced Placement

A score of 3 or higher on two Advanced Placement (AP) Exams.

Met via International Baccalaureate *[Not offered at LALA]*

Met via a-g Completion

Completion of courses that meet the University of California or California State University a–g criteria with a grade of C or better, plus one of the following criteria:

- CTE pathway completion with a C- or better in the capstone course
- Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area.
- One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
- A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.

Met via State Seal of Biliteracy

Earned the State Seal of Biliteracy and scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.

Met via Leadership/Military Science *[Not offered at LALA]* [39]

The criteria for a student to be considered “Approaching Prepared” are as follows:

Met via Career Technical Education Pathway Completion *[Not offered at LALA.]*
Career Technical Education pathway completion with a C- or better in the capstone course.
Met via Smarter Balanced Assessment
Scored at least level 2 "Standard Nearly Met" on both the English language arts and Mathematics Smarter Balanced Summative Assessments.
Met via College Credit Course
Completion of one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
Met via a-g Completion
Completion of courses that meet the University of California or California State University a-g criteria with a C or better.

[39] https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=1996610&reporttype=sgroups

Met via Leadership/Military Science *[Not offered at LALA.]*

Source:
https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups (emphasis and bracketed notes added).

Curiously, the CDE is not currently making publicly available the percentage of students at the school, district or statewide level who completed each criteria out of the total number of students eligible – i.e., California's 495,492 graduates in 2023 -- for these different metrics. The CDE provides calculations on what percentage of students who met the CCI overall met each of the various criteria such as AP scores or CAASPP results, but they do not make available some key data points. We can tell from other reports in Dataquest the percentage of graduates statewide who earned the State Seal of Biliteracy (12.4%) or completed A-G (52.4%),[40] but not, for example, how many students were proficient on the CAASPP in both ELA and Math, or those who met A-G and one of the additional criteria combined with A-G in order to count as "met" on the CCI. (It seems odd that A-G completion in itself is not a CCI metric as arguably, once a student has completed A-G, they are "prepared" to enroll in the UC/CSU systems.) It is also unclear what impact on our CCI is caused by the fact that as a small school, we simply do not offer certain options such as CTE pathways.

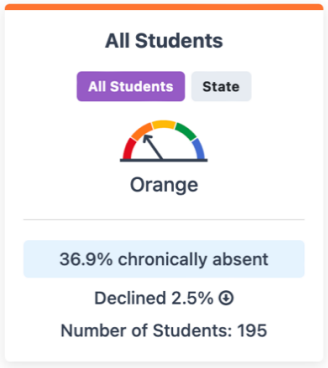
State Seal of Biliteracy

We wish to highlight the percentage of our graduates who are earning the State Seal of Biliteracy: 22.4% in 2023 compared to just 12.4% across the State.[41] The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.[42]

Chronic Absenteeism[43]

Like schools across California and the nation, especially secondary schools, chronic absenteeism continues to be a big challenge for us at LALA.[44] (We note that the CDE no longer reports chronic absenteeism data for high school students.)

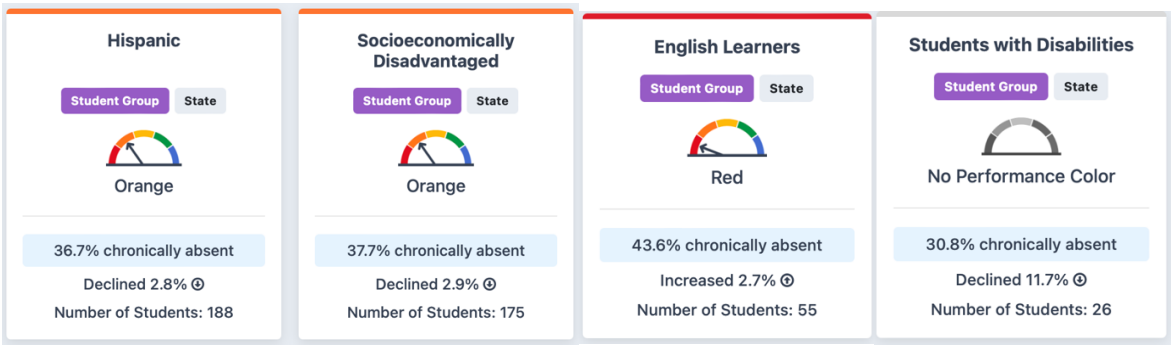
[40] https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2022-23
[41] https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=19647331996610&agglevel=school&year=2022-23&initrow=&ro=y
[42] https://www.cde.ca.gov/sp/ml/documents/requirmntsposter.pdf
[43] As defined by CDE, "Students are determined to be chronically absent if . . . they were absent for 10% or more of the days they were expected to attend."
https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=State&cds=00&year=2022-23.
[44] Jacobson, L. (2024). Report: Schools won't recover from COVID absenteeism crisis until at least 2020. LA School Report. Accessed August 17, 2024 from https://www.laschoolreport.com/report-schools-wont-recover-from-covid-absenteeism-crisis-until-at-least-2030/?utm_source=The+74+Million+Newsletter&utm_campaign=5fd3beb290-.



Source: https://www.caschooldashboard.org/reports/19647331996610/2023

Overall, our chronic absenteeism rates improved 2.5% from 2022 to 2023 to 36.9%, ***and then improved another eight percent in 2023-24*** to 28.9%. This is still significantly higher than we want it to be. In comparison, according to a recent report, LAUSD's preliminary chronic absenteeism rate for 2023-24 (across all grades, TK-12) was 32.3%.[45]

Student Groups, Chronic Absenteeism

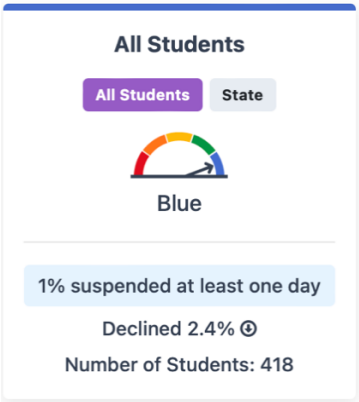


Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-engagement#chronic-absenteeism

Our Hispanic/Latino students (36.7% chronically absent in 2022-23) and SED students (37.7%) , both the predominant majority of our student population, were at the Orange level, but still higher than the State Average across all grades (TK-12) of 28.4%. Our ELs fell into the Red with 43.6% considered chronically absent, increasing 2.7 percentage points from 2022. Our SWDs' chronic absenteeism decreased by 11.7 percentage points from 2022 to 2023, with 30.8% considered chronically absent.

[45] Chapman, B. (August 27, 2024). LA Unified is still struggling with chronic absenteeism years after the pandemic. Here's why this matters. https://www.laschoolreport.com/la-unified-is-still-struggling-with-chronic-absenteeism-years-after-the-pandemic-heres-why-it-matters/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=f0115aca9f.

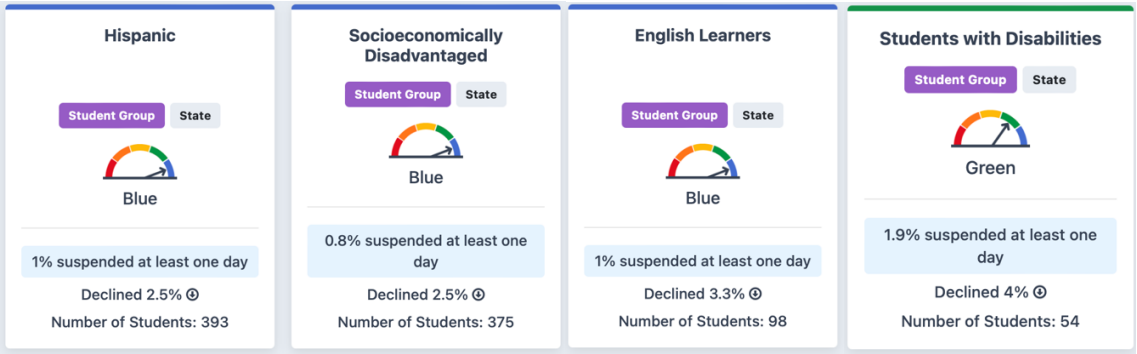
Suspension



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/conditions-and-climate#suspension-rate

We are happy to report that we achieved Blue, the highest tier, for suspension rate, declining 2.4 percentage points from 2022 with only 1% of the student population suspended at least one day (four students), and below the State average of 3.5%.

Student Groups, Suspension



Source: https://www.caschooldashboard.org/reports/19647331996610/2023/conditions-and-climate#suspension-rate

All our statistically significant student groups achieved the highest tier of Blue with the exception of our SWD, who achieved the second highest tier of Green: we note that there was just one student suspension during 2022/23 involving a SWD, but this one student represents 1.9% of the 54 SWDs; meanwhile 1% of our 393 Hispanic/Latino students translates into three students suspended.

For the 2023-24 school year, LALA again had a total of four students suspended, for a 1.1% suspension rate. We had zero expulsions.[46]

VERIFIED DATA CONVINCINGLY DEMONSTRATES THAT LALA HAS ACHIEVED MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

We now turn to section (3)(a) of Criterion 2 for middle-performing schools, "[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing . . . . the school

[46] Internal Data.

achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school."[47] The LAUSD Charter Policy notes:

> Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Staff's review of the charter school's submitted materials will be based on verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.[48]

LALA utilizes the Measures of Academic Progress by NWEA ("MAP") by Northwest Evaluation Association, on the CDE's list of "verified data" assessments. As detailed by the California State Board of Education in May 2023:

> *Education Code* Section 47607.2 requires charter school authorizers to consider "verified data" for renewals of certain charter schools. Pursuant to *EC* Section 47607.2, "verified data" is defined as "assessment data from nationally-recognized, valid, peer-reviewed, and reliable sources that are externally produced." It also includes postsecondary outcomes which is defined as "college enrollment, persistence, and completion rates equal to similar peers."[49]

NWEA MAP

The State Board has approved the use of NWEA MAP as "verified data," and in May 2023, published guidance on the use of MAP:

> **PUBLISHER GUIDANCE FOR SCHOOLS AND AUTHORIZERS**
> **UNDERSTANDING ONE YEAR'S PROGRESS FROM RECOMMENDED VERIFIED DATA SOURCES**
>
> This section contains the responses from publishers of all indicators recommended for approval, both in 2020 and 2023, on how data from their indicators should be used to understand one year's progress. This guidance represents the most recent information provided by publishers as of April 2023; however, schools and authorizers are encouraged to check with publishers for updates and changes.

* * *

Assessment	Publisher guidance
MAP Growth by NWEA	To demonstrate one year of growth, a school can contextualize the average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth **using the NWEA Conditional Growth Index (CGI) metric.** This metric is a standard score (z score or effect size), expressed in standard deviation units, that is calculated by subtracting the growth norm for a group of same-grade students in a school from the average growth attained by those students, and dividing that value by the standard deviation of

[47] LAUSD Charter Policy, p. 36
[48] Ibid.
[49] California State Board of Education, May 2023 Agenda Item #02, *Subject: Adoption of the Updated List of Valid and Reliable Assessments Required by California Education Code Section 47607.2* https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx.

	growth. ***A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject,*** as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. *MAP Growth has both student and school growth norms,* and the CGI metric is available to contextualize the gains of individual students (student norms) or groups of same-grade students (school norms). The CGI metric for grades-within-schools is included on school and district reports and can also be calculated using an NWEA-provided calculator for groups of students not included in standard reports. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. Group-level summaries should leverage CGI values based on the school norms.

https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx (emphasis added).

In looking at specific student growth, "Average Growth is the amount of growth demonstrated, on average, for students in the same grade and subject and with similar starting achievement. This is the default "growth projection" in NWEA® reports. Approximately 50% of similar students meet or exceed this level of growth."[50]

The following images reflect LALA's 2023/24 Fall to Spring NWEA MAP results, per grade level cohort (middle grades followed by high school grades), across all three subjects tested: Math, Reading and Language Usage. We focus for these purposes on two key metrics and their corresponding percentile ranking, as explained by the State Board report above:

School Conditional Growth Index	-0.2 to 0.2
School Conditional Growth Percentile	50th percentile
Percentage of Students Who Met Growth Projection	50th percentile
Student Median Conditional Growth Percentile	50th percentile

The graphics below each table illustrate the grade level norm-projected growth (the orange diamond) and LALA students' actual growth (blue bars).

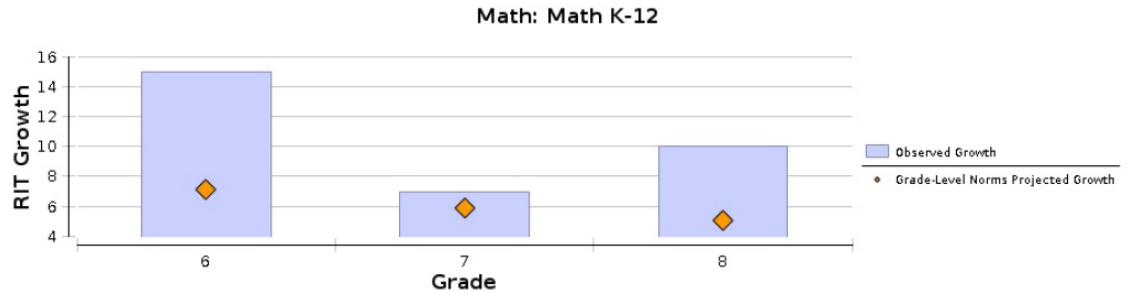
Math

In Math, LALA's 6th-8th graders demonstrated well-above average growth, especially in 6th and 8th grades (99th and 98th percentile CGI, respectively), and across all grades more than 50 percent of students met their growth projection.

[50]www.nwea.org/uploads/2020/09/MAP-Growth-Goal-Explorer-Users-Guide_NWEA_Guide.pdf

Math: Math K-12

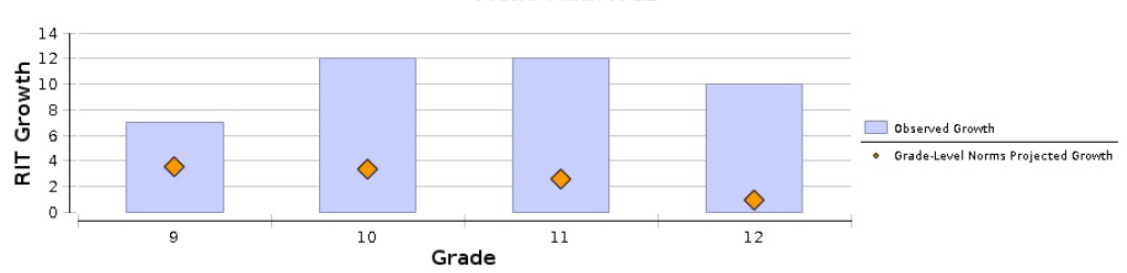
		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	56	199.0	11.8	2	213.9	11.8	16	15	1.6	7.1	3.67	99	56	42	75	80
7	44	209.2	12.5	11	216.5	15.4	14	7	1.7	5.9	0.70	76	44	25	57	51
8	58	213.6	11.1	13	223.5	12.9	26	10	1.5	5.1	2.06	98	58	37	64	65



In high school, all four grades were at 97-99th percentile CGI, and more than 50% of students met growth projections.

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	38	214.2	14.8	11	221.3	20.7	20	7	3.0	3.6	1.89	97	38	22	58	64
10	35	229.2	19.3	51	240.7	28.8	79	12	3.7	3.3	4.19	99	35	19	54	53
11	39	233.8	29.5	58	246.3	32.9	87	12	4.1	2.6	5.11	99	39	27	69	68
12	41	229.4	22.7	37	239.3	27.6	68	10	3.5	0.9	4.36	99	41	24	59	68

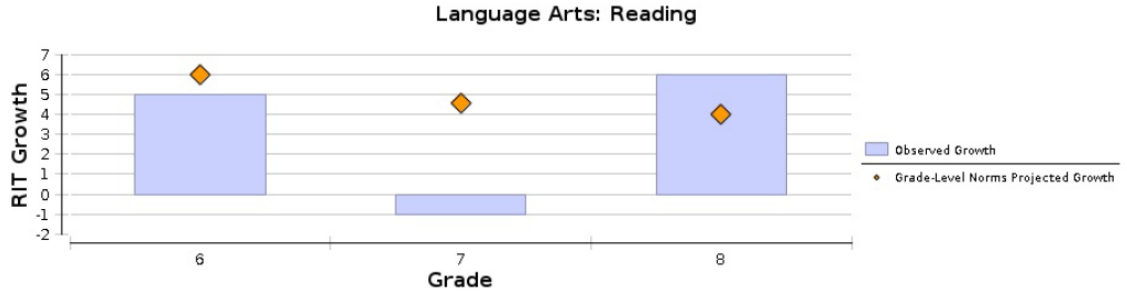


Reading

In Reading, our results were more mixed: 6th and 7th graders were below projected CGI, with 8th graders well above projections and a CGI of .76, in the 78th percentile. In high school, all four grade levels had above-norm CGI ranging from 0.21 to a high of 4.13 for 11th grade, the 99th percentile.

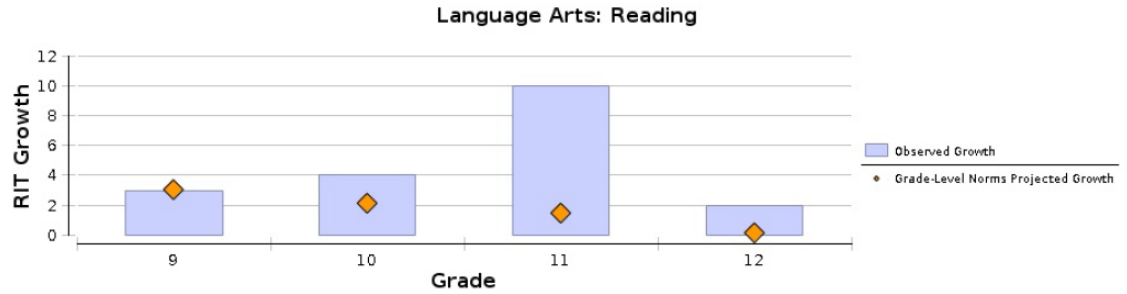
Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	51	198.3	14.7	5	203.0	12.0	4	5	1.7	6.0	-0.76	22	51	24	47	41
7	48	206.3	14.6	15	205.6	14.0	4	-1	1.8	4.6	-3.12	1	48	18	38	26
8	57	211.4	11.4	21	216.9	10.9	28	6	1.1	4.0	0.76	78	57	39	68	60



Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	37	208.1	11.6	13	211.5	14.1	15	3	2.1	3.0	0.21	58	37	20	54	57
10	35	220.5	15.9	46	224.5	15.0	55	4	2.0	2.1	1.19	88	35	20	57	64
11	37	214.4	18.4	13	224.6	13.6	49	10	2.5	1.5	4.13	99	37	27	73	79
12	40	219.4	15.5	32	221.1	15.9	38	2	1.6	0.2	0.71	76	40	18	45	56

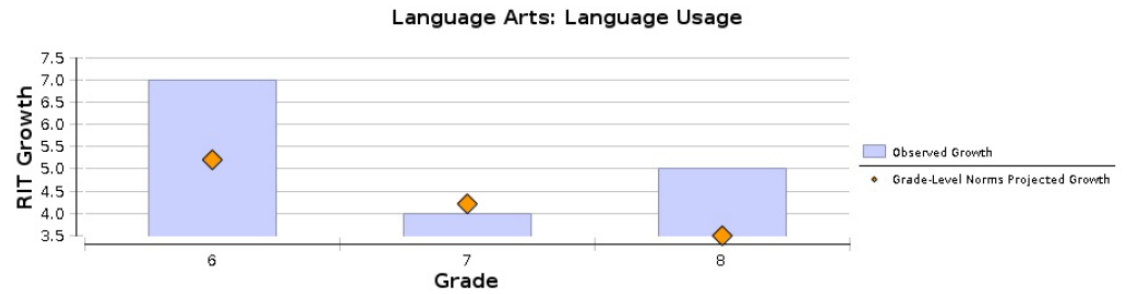


Language Usage

In Language Usage, all grade levels met or exceeded CGI norms (-0.12 to 3.42).

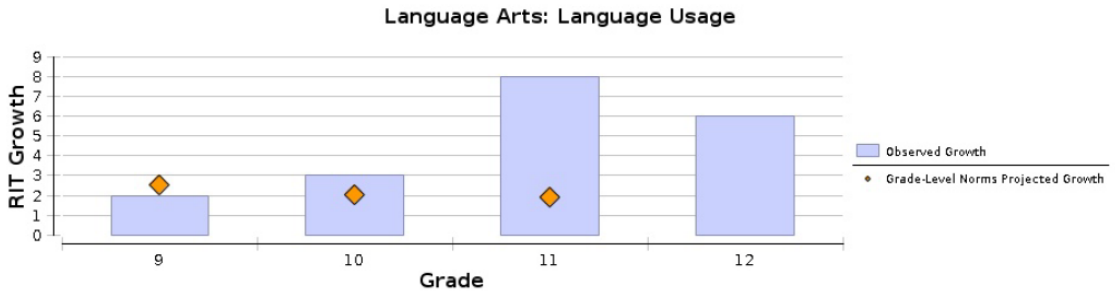
Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	42	195.3	14.8	1	202.3	13.4	3	7	1.9	5.2	1.35	91	42	21	50	46
7	43	203.8	15.2	10	207.9	16.1	10	4	1.5	4.2	-0.08	47	43	23	53	59
8	55	209.3	12.1	19	214.2	10.6	25	5	1.4	3.5	0.98	84	55	29	53	51



Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	36	208.9	15.7	15	211.3	15.1	15	2	2.6	2.6	-0.12	45	36	17	47	42
10	36	220.0	16.8	58	223.0	15.4	63	3	2.0	2.0	0.70	76	36	19	53	58
11	37	212.8	19.2	12	220.3	18.5	38	8	2.2	1.9	3.42	99	37	22	59	62
12	41	212.4	22.0		218.1	17.3		6	1.9				0			



In all across 80 total metrics tracking LALA's growth against national norms, **LALA met or exceeded 59 of these 80 metrics** (in bold in the table below) in 2023/24. This was a marked improvement over 2022/23, where our students met or exceeded 40 of the 80 metrics, and 2021/22 with 38 out of 80 metrics the same or higher than national norms. We are confident recent program improvements will support sustained growth and progress for our students across all grade levels.

2021-22 to 2023-24 NWEA Data

1 – School Conditional Growth Index 2 – Conditional Growth Percentile 3 – Student % met growth projection 4 – Student Median Conditional Growth Percentile

	2021-22				2022-23				2023-24			
	1	2	3	4	1	2	3	4	1	2	3	4
Math												
6th Grade	**-0.10**	46%	43%	44%	-2.21	1%	25%	24%	**3.67**	99%	**75%**	80%
7th Grade	**0.28**	**61%**	**58%**	**54%**	-1.75	4%	32%	23%	**0.70**	76%	**57%**	51%
8th Grade	**2.08**	**98%**	**65%**	**65%**	**0.66**	**74%**	**55%**	**50%**	**2.06**	**98%**	**64%**	**65%**
9th Grade	**1.24**	**89%**	**51%**	48%	-1.17	12%	39%	39%	**1.89**	**97%**	**58%**	**64%**
10th Grade	**0.06**	**52%**	**57%**	**53%**	**1.08**	**86%**	**51%**	**52%**	**4.19**	**99%**	**54%**	**53%**
11th Grade	-0.88	19%	44%	45%	**0.47**	**68%**	**55%**	**52%**	**5.11**	**99%**	**69%**	**68%**
12th Grade	**0.87**	**81%**	**52%**	**61%**	**5.50**	**99%**	**58%**	**69%**	**4.36**	**99%**	**59%**	**68%**
Language Arts: Reading												
6th Grade	-1.68	5%	28%	31%	-1.53	6%	42%	29%	-0.76	22%	24%	41%
7th Grade	-2.52	1%	35%	26%	-4.75	1%	29%	17%	-3.12	1%	18%	26%
8th Grade	**0.70**	**76%**	**62%**	**54%**	-0.21	42%	43%	39%	**0.76**	78%	39%	60%
9th Grade	-0.58	28%	**54%**	**52%**	**0.20**	**58%**	**56%**	**59%**	**0.21**	**58%**	**54%**	**57%**
10th Grade	-1.32	9%	46%	43%	-1.22	11%	44%	35%	**1.19**	**88%**	**57%**	**64%**
11th Grade	-0.88	19%	41%	34%	**0.27**	**61%**	**49%**	**49%**	**4.13**	**99%**	**73%**	**79%**
12th Grade	-3.05	1%	33%	22%	-0.56	29%	47%	47%	**0.71**	**76%**	**45%**	**56%**
Language Arts: Language Usage												
6th Grade	**1.16**	**88%**	**58%**	**58%**	-2.70	1%	28%	30%	**1.35**	**91%**	**50%**	46%
7th Grade	-2.17	2%	29%	27%	-4.68	1%	21%	16	-0.8	47%	**53%**	**59%**
8th Grade	**1.07**	**86%**	**67%**	**60%**	**1.59**	**94%**	**64%**	**65%**	**0.98**	**84%**	**53%**	**51%**
9th Grade	-0.44	33%	49%	46%	**2.01**	**98%**	**64%**	**61%**	**-0.12**	45%	47%	42%
10th Grade	**1.09**	**86%**	**67%**	**64%**	**2.09**	**98%**	**61%**	**62%**	**0.70**	**76%**	**53%**	**58%**
11th Grade	-1.36	9%	39%	36%	**0.81**	**79%**	**54%**	**56%**	**3.42**	**99%**	**59%**	**62%**
12th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: NWEA MAP Internal Growth Reports; ***bolded items = met NWEA growth metric.***

Strong Post-Secondary Outcomes

The LAUSD Charter Policy also states, "[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing . . . . [s]trong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates."[51]

We offer here verifiable data to show strong post-secondary outcomes, using CDE's Dataquest system for publicly available data (through the Class of 2022) and internal data for the past two years.

For the most recently reported cohort on the CDE's Dataquest, 66.7% of the graduates from the Class of 2022 enrolled in college after graduating, with 13.9% (five students) enrolling in the acclaimed University of California system. Again, we reiterate that our small class sizes means that one student impacts this data by two percentage points or more (the Class of 2024 had 43 graduates). Within that context, college enrollment rates ranged from 55-67% between 2018 to 2022 (reported data), and based on self-reports, 86.3% of the Class of 2023 (50 students) and 72.1% of the Class of 2024 (31 students) planned to enroll in 2- and 4-year colleges after high school graduation.

Compared to the college-going rates of all graduates from LAUSD and all graduates across the State:

- LALA's Class of 2022 enrolled in college at a higher rate (66.7%) than their cohort peers across LAUSD (54.9% enrolling in college) and across the State (62.0% enrolling)
- LALA's Class of 2021 enrolled in college (55.6%) at the same rate as LAUSD graduates (55.0%), and at a lower rate than their classmates across California (62.0%);
- LALA's Class of 2020, graduating shortly after the start of the pandemic and distance learning, enrolled in college at a higher rate (63.5%) than LAUSD (55.5%) and CA (62.7%);
- LALA's two graduating classes prior to the pandemic were mixed, with the Class of 2019 outperforming both District and State rates and the Class of 2018 falling short of District and State college-going rates.

				LALA Alumni Enrolled In-State				LALA Alumni Enrolled Out-of-State	
	CA Average College Going Rate	LAUSD College Going Rate	LALA College Going Rate	University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Private or Public)	2-Year College (Private or Public)
2024	n/a	n/a	*72.1%*	*7.0%*	*25.6%*	*37.2%*	*2.3%*	*0.0%*	*0.0%*
2023	n/a	n/a	*86.3%*	*11.8%*	*23.5%*	*51.0%*	*0.0%*	*0.0%*	*0.0%*
2022	62.0%	54.9%	66.7%	13.9%	19.4%	27.8%	0.0%	2.8%	2.8%
2021	62.2%	55.0%	55.6%	11.1%	30.6%	13.9%	0.0%	0.0%	0.0%
2020	62.7%	55.5%	63.5%	13.5%	34.6%	11.5%	3.8%	0.0%	0.0%
2019	64.9%	56.4%	65.1%	7.0%	20.9%	14.0%	2.3%	18.6%	2.3%
2018	67.7%	58.8%	55.6%	4.4%	22.2%	22.2%	4.4%	2.2%	0.0%

https://data1.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cds=19647331996610&agglevel=School&year=2020-21&initrow=&ro=y and Internal Data for the Classes of 2023 and 2024.

[51] LAUSD Charter Policy, p. 36.

By outperforming statewide college-going averages in three out of the most five recent years with data – despite the fact that LALA serves considerably more SED and EL+RFEP students than the State averages -- and outperforming LAUSD in the past four years, we believe this data is compelling in demonstrating LALA's "strong post-secondary outcomes."

LALA has clearly met the requirements of CSD Criterion 2 and warrants a five-year renewal term.

LALA ALSO MEETS CSD CRITERION 3 FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS

Pursuant to Education Code Section 47607(e), CSD Criterion 3 asks whether the charter school's enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: "Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.)."[52] The law does not define this terms, so this is CSD's interpretation. As noted under CSD Criterion 1, LALA has received a rating from CSD staff of "4"/Accomplished for Fiscal Operations and LALA's fiscal position is positive, with net assets of $5.4M, equivalent to approximately 65% reserve, well beyond the 3-5% recommended.[53]

LAUSD Charter Policy goes on to state, "Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."[54] The law does not define this terms, so this is CSD's interpretation. Again, as detailed above under CSD Criterion 1, LALA has received a rating from CSD staff of "3, Proficient" for Governance.

The final consideration under CSD Criterion 3 is whether "The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)"[55] LALA serves all students, including students who are academically low achieving, SED, ELs, RFEP, SWD, F/HY, or student with other special needs. Based on published enrollment data for 2023/24, LALA's enrollment is consistent with the District's: 22.1% of LALA's students were EL, compared to 20.0% across LAUSD; 12.9% of LALA's students were SWD compared to 14.8% across the District. We also note that LALA's student population was 94.0% SED in 2023/24, 0.3% FY and 5.4% HY, compared to 81.3% SED, 0.6% FY and 2.1% HY across LAUSD.[56]

[52] LAUSD Charter Policy, p. 37.
[53] 2024 Oversight Report, p. 39.
[54] Ibid.
[55] Ibid, p. 38.
[56] https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964733&agglevel=district&year=2023-24&ro=y&ro=y

In terms of race/ethnicity, LALA has a higher percentage of Hispanic/Latino students (94.6% at LALA compared to 73.8% across the District):

LAUSD 2023/24 Enrollment (TK-12) by Ethnicity:

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2023-24	**529,902**	7.3%	0.1%	3.4%	1.7%	73.8%	0.2%	9.8%	2.0%	1.8%

LALA 2023/24 Enrollment (6-12) by Ethnicity:

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2023-24	**349**	0.0%	0.6%	1.1%	0.0%	94.6%	0.0%	1.4%	0.0%	2.3%

Source: https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19647331996610&agglevel=school&year=2023-24

As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program – our engaging, project-based, constructivist model is appealing to many families, including students with special needs and who are "hard to serve" – LALA welcomes these students and is designed to meet their needs.

LALA meets all of the requirements of Criterion 3.

As demonstrated throughout the preceding pages and thorough data analysis, LALA presents a sound educational program for our students, and the Charter School is achieving measurable increases in academic achievement, as well as post-secondary outcomes, year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five-year charter term.

SUCCESS OF THE KEY AND/OR INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

As detailed throughout this charter petition, LALA's students learn grade level content standards through thematic teaching and project-based learning units that integrate the Charter School's social justice themes. Since our inception, LALA has focused on engaging students through hands-on, student-centered constructivist learning. LALA has also emphasized the significance of Social Justice as an integral part of the school's program. By following the principles of cultural proficiency and culturally responsive teaching, and by cultivating a common language for culture and academics across our two schools, our students grow into scholars, activists, and creators who demonstrate the Charter School's Mandala values of love, courage, inquiry, empowerment, integrity, community, and well-being. Our alternating block schedule enables deeper learning and hands-on, collaborative projects and explorations.

An integral component of our social justice and leadership mission is the LALA Farm at the high school campus, described above. In addition to the A-G approved elective Farming for Social Justice where students learn about sustainability, farming, history, and culture, students have formed a LALA Farm Club, and student leadership hosts educational field trips for primary and middle school students.

In recognition of the need to strengthen our students' access to and completion of college-level, credit-bearing "dual enrollment" courses, LALA applied for and very recently learned that we have been awarded a $250,000 competitive grant from the CDE to launch an **Early College High School Program** ("ECHS"), in partnership with L.A. City College ("LACC"). An ECHS program prepares students for successful career and educational futures through integration of high school, college, high demand/high skill career preparation, improved academic performance, and increased high school and college/university completion rates. While LALA previously offered dual enrollment options for students, the pandemic hindered access and enthusiasm for these options. The LALA ECHS will provide our students access to college courses taught on the LALA campus.

LALA and LACC are collaborating to implement the new ECHS program at LALA for 11th and 12th grade students (qualifying 9th and 10th graders will not be excluded but our focus is on the last two years of high school). Currently all LALA students must successfully complete required courses and a capstone project for a total of 220 credits in order to graduate. These requirements remain the same for the ECHS; however, an ECHS course of study will be offered that enables students to receive a high school diploma and either a certificate level degree, an associate's degree or 60 semester hours that are transferable and applicable towards a baccalaureate degree.
ECHS courses will be integrated into the school day and also during the extended day with the aim to have students participate in the class while on the LALA campus. LACC instructors will lead classes for the ECHS.[57] Courses taught by an LACC instructor will have a LALA teacher assigned to each class. The teacher and instructor will then work together to identify key components of the curriculum and delivery methods. One benefit of this approach is the ability to identify students who are struggling and refer them for support services, including tutors. Another benefit is a collaboration of teachers and instructors that emulates the creation of professional learning communities at the ECHS.
The ECHS will provide students with academic, social, and emotional support during their course of study to help them succeed. LALA's ECHS and LACC will establish a course equivalency crosswalk that will facilitate students completing high school and earning college credit simultaneously, including specific pathways to an Associate's Degree and the new Cal-GETC transfer requirements.
In addition, in the 2023-24 academic year, LALAHS took a significant step towards enhancing the educational experience and future readiness of our students by replacing the traditional Study Hall course with the innovative **Get Focused Stay Focused ("GFSF")** curriculum and a **College and Career Readiness ("CCR")** course. This program is designed to equip students with the necessary tools and knowledge to make informed decisions about their college and career paths. The GFSF curriculum has been strategically implemented as a school-wide effort, involving the active participation of administration, faculty, and students. The course is A-G eligible and also provides an option for dual enrollment.

LALA also has a number of integral partnerships with local service organizations to provide "wrap around" services – with a focus on mental health – to our students and their families both on our campus and at local partners' facilities. LALA has been awarded a $250k competitive three-year grant funded by the Congressional Bipartisan Safer Communities Act – Strong Connections Grant, administered by the CDE, *Project CrEATE*, which will provide an arts-based, intentional, whole-school

[57] Charter school teachers who meet qualifications to teach college-level courses will also provide ECHS instruction. LALA teachers have experience and familiarity working with the school's students and can focus on expanding student knowledge by transitioning high school level courses to college-level. We will encourage qualified teachers to pursue a Master's degree so that they are eligible to teach co-listed LACC/LALA dual enrollment courses in their subject of expertise.

Social Emotional Learning program and teacher professional development. Project CrEATE that will arts-infused lessons aligned with the acclaimed CASEL SEL framework. Weekly, arts-based instruction will focus on the five clusters of SEL: 1) Self-Awareness, 2) Self-Management, 3) Responsible Decision-Making, 4) Relationship Skills, and 5) Social Awareness. These and other strategies help make LALA a warm, engaging school environment.

SUCCESS OF CHARTER SCHOOL'S EDUCATIONAL PROGRAM IN MEETING SPECIFIC NEEDS OF ITS STUDENT POPULATION

LALA provides all students with a culturally responsive, hands-on, student-centered and standards-based education. As detailed above, LALA serves a student population that brings significant needs to the Charter School, including Newcomers recently arrived in the United States, and families that deal with extreme poverty and homelessness/housing insecurity, violence and crime at home and in the neighborhood, gang-involvement (in some cases multi-generational), and much more. LALA is meeting our students' needs, whatever they may be, and shifting in real-time to address issues as they arise. During the pandemic, we focused initially on feeding our students and ensuring they had technology and wifi access in order to even attend school. Last year, after two shocking and devastating incidents in a short time, we found ourselves intently focused on student and staff safety on and around campus. One exciting component of our new Project CrEATE program is development of an Anonymous Reporting System app that will enable our community members – including students, parents, teachers and staff – to anonymously request help for an individual.

By allocating resources – including adding Instructional Aides and Advanced Support Coordinators, Special Education Counselor, Transition Coordinator/Counselor, an Attendance Clerk, two security guards, a full-time on-site DIS Counselor and two USC interns in addition to new curricula, new professional development partners and more, our leadership team and Board of Directors continue to meet our students where they are in real-time.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Safety and Wellbeing

First and foremost, we are tasked with keeping our students, staff, families and those who visit our Charter School *safe*. Given the challenges that our students deal with outside of school, it becomes all the more imperative that our campus provides a welcoming, nurturing space where students can truly feel included and a sense of belonging. This starts with physical safety. As detailed above, this has been an acute crisis facing LALA with the murder of one high school student last year (off campus) and the non-fatal stabbing of another near campus. In addition, during and through the pandemic and the economic challenges of recent years, many of our families have fallen into crisis. The percentage of Foster or Homeless Youth (F/HY) we enroll jumped in 2023-24 to 5.7% from the prior year's enrollment of 1.3% (and increase of approximately 15 students).

We are proud of our ability to react swiftly to any crisis and adapt, including hiring two armed security guards for the campus, adding counseling staff, increasing partnerships with local services agencies, and the recent grants we have received, the Bipartisan Safer Communities Grant, and our arts/SEL grant, Project CrEATE. We will continue to prioritize the safety and wellbeing of our students, staff, parents and community members.

Chronic Absenteeism

Hand in hand with the foregoing challenges of recent years, chronic absenteeism continues to be an issue at LALA, as it is nationwide. We anticipated our chronic absenteeism rates would improve as pandemic circumstances improved and students were not required to quarantine for close contact with COVID-19. Unfortunately, like LAUSD and schools and districts across the nation, we continue to struggle with chronic absenteeism, despite significant progress.

Starting in the 2023/24 school year, LALA hired a new Attendance Clerk to assist with tracking attendance. We continue to communicate the importance of regular attendance to families throughout the year and have increased communication to parents about excused versus unexcused absences and the need to communicate with the school the reason for the absence. This has allowed LALA to gather more information about the reasons for student absences so that appropriate interventions can be implemented. Students are required to meet specific attendance thresholds in order to be able to participate in promotion/graduation activities. We have implemented a Tiered system with attendance tracked every ten days to identify students quickly and intervene before they become chronically absent:

<u>Tiered System of Support</u>

- **Tier 1:** Robocall home to Parent/Guardian when a student is absent (phone call, e-mail, or text in their primary language that the student is absent at 9:30am daily)
- **Tier 2:** The Attendance Clerk will phone to inquire about the absences after 2 absences
- **Tier 3:** The Assistant Principal or Dean of Students will meet with parents and provide appropriate interventions after 5 absences.
- **Tier 4:** The Student Attendance Review Team ("SART") Process will be followed and an attendance contract created after 8 absences.

We offer a variety of attendance incentives including Attendance Celebrations, monthly Attendance Matters campaigns, Mandala Celebrations and more. We are confident that the myriad strategies we are using, along with a general culture shift as we move further from the pandemic and its impacts on students and families, will help to minimize chronic absenteeism in the years to come.

Changes in Leadership and Staff Re-Assignments

While we believe we are weathering this transition well, we do note that at the end of the 2021/22 school year, our long-time high school principal left LALA to work in another field. Our new high school principal joined us in July 2022, bringing fresh perspectives and strategies to LALA's leadership team. In order to further strengthen our leadership, an Assistant Principal was hired in July 2023. This addition has been crucial in enhancing administrative support, enabling more focused attention on curriculum development, teacher support, and student welfare. The transition has been instrumental in guiding the school through its next phase of development and strategic vision.

Along with these changes, over the past couple of years we have made several re-assignments in our teaching positions, including moving some teachers from the primary school to the middle school and vice versa (in accordance with each teacher's credentials and experience, as well as our labor agreement with the California Teachers Association). These changes have been designed to better align staff

expertise with the needs of our student population and to optimize the support structures available to students both academically and emotionally. Adjustments in staffing have allowed for more targeted intervention strategies and personalized support, crucial for addressing the diverse needs of our students. We commend our teacher-leaders for working with us to make these changes seamlessly.

Academic Achievement

California's new System of Support framework is intended "to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes."[58] Based on 2023 CA Dashboards, LALA was in the middle of three levels, "Differentiated Assistance (Level 2): County superintendents, charter authorizers, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups."[59] LALA's EL student group has struggled in both ELA and Math, and we continue to struggle with chronic absenteeism.

Our instructional staff has worked to identify "root cause analyses" of these challenges, in order to make effective changes and allocate resources efficiently. Both ELA and Math have been impacted by high chronic absenteeism, as discussed above, and minimal collective efficacy. Our teaching team lacked alignment and collaboration of instructional strategies. The absence of structures that promote creativity and sharing of best practices may have contributed to poor student engagement and low academic performance.

The **partnership with WestEd**, detailed above, began in 2021 and has been instrumental in redefining our approach to mathematics education. The professional development training provided by WestEd has been structured around three pivotal areas, the first of which focused on the identification and creation of engaging math tasks. Our math team engaged in hands-on workshops exploring various strategies such as number talks, visualizing math concepts, fostering sense-making, designing multi-entry point questions, and implementing math performance tasks.

---

[58] https://www.cde.ca.gov/sp/sw/t1/csss.asp

[59] https://www.cde.ca.gov/sp/sw/t1/csss.asp. We note that the eligibility criteria for Differentiated Assistance for charter schools is different from the criteria for school districts:

> Charter school eligibility for differentiated assistance is based on the same Dashboard performance criteria used for districts and COEs, except instead of meeting the criteria in just one year, charter schools are required to meet the criteria **in two or more years**.
>
> In 2022, the SBE adopted differentiated assistance criteria was limited to using State Indicators. Therefore, only Method 1 (State Indicators Only) was available for identification.
>
> In 2023, charter schools are eligible to meet the criteria in the following ways:
>
> **Method 1 (State Indicators Only)**: One student group meets the criteria in at least two priority areas.
>
> **Method 2 (local Indicators Only)**: Has "Not Met for Two or More Years" on a Local Indicator in at least two priority areas.
>
> **Method 3 (A combination of State and Local Indicators)**: One or more student group(s) meets(s) the criteria in one priority area, and the charter school meets the "Not Met for Two or More Years" on only one local indicator in a different priority area.
>
> Charter schools meeting the 2022 criteria, and 2023 criteria will be eligible for differentiated assistance in 2023.

https://www.cde.ca.gov/sp/sw/t1/csss.asp#frequentlyaskedquestions

In addition, our leadership team recognized the significant support needs that so many of our students have, and the challenges of a single teacher trying to differentiate instruction to meet varied needs within a class. An **Academic Support Provider or Instructional Aide is now in every English and Math class**, providing support for all students, but especially EL students and our SWD. This role is pivotal in our enhanced support model, focusing on hosting small-group instruction for students who face challenges with whole-group instruction or need more targeted intervention and support. This method allows for a more individualized teaching approach, catering to the unique learning styles and needs of each student. Most of these personnel have now been hired by our partners to support after-school tutoring as well, providing consistency of strategies and support throughout the school day. The teachers meet with these support staff during common planning time to guide the content being taught and appropriate instructional strategies to meet students' varied needs.

Middle School

In seventh grade, a "root cause" of declining test scores was the fact that we unfortunately finished off the 2022-23 school year with a substitute for both core classes, which we see impacted student scores.

Overall in ELA for grades 6-8, the faculty identified the root cause of the 2023 decline in ELA as the Writing Domain. As a result, Middle School teachers received training on the type of assessment questions that students could receive and how these could reflect in the classroom as practice. Teachers also learned about the types of codes that could be assigned to students and reviewed the rubrics for writing. Teachers and administrators agreed on using sample prompt questions in the classrooms for all subjects and to schedule an interim assessment to expose the students to the writing as well as give them feedback. Writing has been a non-negotiable amongst the teachers. They understand that exposing the students to different types of writing with more frequency will allow students to master the different writing styles required. Teachers have added journals and quick writes as a way to increase exposure to writing.

Our middle grades daily bell schedule also was revised, which caused two major changes: (1) increased instructional minutes (by reducing the number of early release days), and (2) protected the core class schedule, which includes ELA and Math class, so that even on Early Dismissal days, these classes are not shortened.

In Math, our root cause analysis revealed that students' organizational skills were not being reinforced when they were answering Math problems directly on their laptops and that a lack of consistent strategies was causing confusion. In order to ensure more consistent strategies were being used and increase vertical alignment, we had our 6th grade team collaborate with the 5th grade teachers from LALPA. Since most of LALA's 6th graders have attended LALPA, this collaboration has been fruitful. This year, our 6th grade teachers are now familiar with the **Three Reads** strategy to support students with Math word problems. Math teachers have been collaborating to align practices further across the grade levels.

This past February, all four middle school Math teachers participated in additional WestEd coaching which was conducted in a team format. We paired up the two sixth grade teachers and the seventh and the eighth-grade teacher worked together in a separate team. This was especially important for collaboration and vertical alignment. Our middle grades Math program also was updated to a recent version of the school-approved curriculum. The content in the program is more rigorous than the previous version and has more opportunities to implement the Three Reads strategy as well as exposure to content that aligns to the CAASPP.

High School

At the high school level, LALA consistently implemented **Professional Learning Communities ("PLCs")** through which teachers collaborate to plan lessons, analyze data, exchange best practices, and problem-solve to meet individual student's needs and support one another. The English PLC is focusing on writing with claims, evidence, and reasoning. The mathematics PLC is focusing on preparing students for performance tasks in the CAASPP. Working towards growth in a focused area allows teachers to plan intentionally. As with the middle grades, our high school math teachers have been collaborating to ensure more consistent strategies and vertical alignment between courses.

The establishment of **Advancement Via Individual Determination ("AVID") schoolwide strategies** across all departments has fostered an environment that emphasizes Writing, Inquiry, Collaboration, Organization, and Reading ("WICOR" skills). This comprehensive approach has been systematically reinforced through PLCs. In Math, the adoption of the **ALEKS Math** program has been central to our strategy for enhancing math education, aiming to close the achievement gap and elevate our math scores to meet or exceed state levels.

To further help close achievement gaps, LALA High School has structured time within the instructional day for students to build their literacy and numeracy skills. Following the analysis of NWEA and CAASPP scores in reading and language acquisition for the academic year 2022-2023, we adopted **Achieve 3000** to utilize in advisory cohorts. This program is a targeted intervention aimed at closing the identified literacy gaps and enhancing the reading and language skills of students in grades 9-12. The program was seamlessly integrated into our educational framework through designated enrichment classes. Within these settings, students are either assigned articles by their teachers or are given the choice to select their own. The activities surrounding these articles are designed to progressively increase in difficulty as students improve, ensuring that they are constantly challenged and engaged. The program provides comprehensive progress reports and detailed usage data, enabling teachers to closely monitor student progress and adapt instructional strategies as needed. This evidence-based approach supports targeted interventions and fosters an environment of continuous improvement in literacy education.
In our continuous effort to enhance educational outcomes and ensure the highest quality of instruction, our high school has instituted a rigorous process of data analysis and strategic implementation of support measures for our students. There is a systematic approach taken each summer by our dedicated faculty to examine achievement data across several key indicators, including the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the Northwest Evaluation Association (NWEA) measures, and the California School Dashboard. Through this analysis, we identify areas for improvement and implement targeted changes to bolster student support and academic achievement.

In 2022-23, we adopted the **Tutorly** AI-assisted tutoring service on campus during the instructional day in a student's elective course or after school. In 2023-24, we partnered with After School All-Stars for our after-school program, including tutoring, along with Sparks Tutoring for both school day and after-school tutoring. Students are assigned tutoring based on EL classification, IEP additional support, grades in Math and English, and NWEA scores. Sparks Tutoring has placed **two dedicated tutors** in every math class offered LALA's high school. These tutors specialize in identifying and addressing the unique math needs of SWD, EL and other students. By offering immediate support, diagnosing, and remediating skills within the context of the lesson, these tutors enable teachers to maintain the flow of instruction without interruption.

LALA will continue to focus on personalizing instruction to meet student's individual needs, increasing teacher growth on performance levels of targeted indicators from the ***5 Dimensions of Teaching and Learning*** from the Center for Educational Leadership at the University of Washington (see *Professional Development,* below) using rubrics and aligned school-wide strategies across disciplines. Teachers will continue to leverage assistants in their classrooms and adaptive online learning programs to provide small group instruction and individual tutoring for struggling students.

College/Career Readiness

Following the COVID-19 Pandemic, our College/Career Indicator (CCI) declined from 44.7% in 2019, to 23.2% in 2023. While the CDE is not entirely transparent in the data used to calculate the CCI,[60] we attribute this decline to LALA's lower A-G completion rates and decrease in dual enrollment credit completion. As detailed in the section on A-G Rates, above, now that the pandemic-era State Minimum graduation requirements are no longer an option, we expect A-G rates to return to pre-pandemic rates in the 90th percentile range.

Our educators will continue to support and encourage students to demonstrate mastery of ELA and a foreign language to earn the State Seal of Biliteracy. In addition, thanks to recently awarded grant funding, we will be able to offer a more comprehensive and supportive dual enrollment program for students on our campus, in collaboration with LACC.

We are working hard to ensure more of our students understand that they can be successful in college. We recently adopted the **SCOIR system**, [61] replacing Naviance, which had posed some challenges for our students and staff, particularly with document submission to private colleges. SCOIR offers the following benefits:

- Expanded Educational Opportunities: SCOIR's extensive network of colleges and universities exposes students to a wider range of educational paths, including those that may have been previously overlooked. This diversity ensures that every student can find a match that aligns with their academic interests and career goals.
- Streamlined Document Submission: SCOIR simplifies the process of sending essential application documents to both public and private institutions. This efficiency reduces the administrative burden on students and staff, leading to a smoother, more reliable application process.
- Enhanced College and Career Planning: The platform offers comprehensive tools for career exploration, college search, and application management. These features help our students make informed decisions about their future, guided by insights into various career paths and the educational journeys required to achieve them.
- Increased Engagement and Accessibility: With an intuitive interface and mobile accessibility, SCOIR encourages greater student and parent engagement in the college planning process. This

[60] For example, in the *College/Career Levels & Measures Report* found in the "Additional Reports" tab on the California School Dashboard site, CDE provides the percentage of students who met each of the varying CCI indicators -- out of the total of students *who met the CCI*, rather than the total of all of our (or the State's) students. We cannot determine, for example, how many students across the State were proficient in both ELA and Math on the CAASPP, or how many students passed two or more AP exams, despite these being metrics in the CCI. https://www6.cde.ca.gov/californiamodel/Default?cds=19647331996610&year=2023&source=dashboard
[61] https://www.scoir.com.

accessibility ensures that college and career planning is an inclusive, community-supported effort.

By addressing the limitations of our previous system and embracing a platform that offers expanded opportunities, streamlined processes, and enhanced engagement, LALA is better positioned to support our students in achieving their post-secondary aspirations.

STUDENT POPULATION TO BE SERVED

TARGET STUDENT POPULATION

LALA has campus, located in Lincoln Heights, a historic neighborhood located in northeast Los Angeles. The neighborhood is known for its diverse and vibrant community. Lincoln Heights is home to a mix of Hispanic, AFPI, and White residents. According to Census Data, the neighborhood has a population of approximately 37,333 people[62] with a median age of 38.2 years, with 22.7% of the population ages 25 and older receiving a High School Diploma or equivalent degree, 13.6% Some College – no degree, 6.8% Associate's Degree, 15.6% Bachelor's Degree, and 7% received a Graduate or Professional Degree.[63]

The main language spoken in the community is Spanish (50.8%), followed by English (24.2%), then Asian and Pacific Island languages (23.9%); nearly half (46.2%) the population is foreign-born; 56% of Foreign-born residents are Naturalized Citizens, while 44% are not U.S. Citizens.[64] The racial/ethnic breakdown of the community is 65.3% Hispanic/Latino, 21.6% AFPI, 9.0% White, 0.2% American Indian/Alaska Native.[65]

LALA includes a middle school and high school serving urban students in grades 6-12 in the northeast Los Angeles community of Lincoln Heights. The need of students in this community includes improved English Language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents.

ENROLLMENT PLAN

The Charter School anticipates enrollment for its renewal term to be as follows:

Enrollment Rollout Plan					
Grade	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
6	70	70	70	70	70

[62] United States Census. 2020 Decennial Census Total Population: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table/DECENNIALDHC2020.P1?q=90031.
[63] United States Census. 2022 American Community Survey: Educational Attainment: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table/ACSST5Y2022.S1501?q=90031&t=Educational%20Attainment.
[64] United States Census. 2022 American Community Survey: Selected Characteristics of the Native and Foreign-Born Populations: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table?q=90031&t=Native%20and%20Foreign-Born.
[65] United States Census. 2020 Decennial Census Hispanic or Latino, and Not Hispanic or Latino by Race: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table?q=90031&t=Race%20and%20Ethnicity.

7	70	70	70	70	70
8	70	70	70	70	70
9	70	70	70	70	70
10	70	70	70	70	70
11	70	70	70	70	70
12	70	70	70	70	70
Total	490	490	490	490	490

GOALS AND PHILOSOPHY

MISSION

LALA prepares urban students to succeed in secondary school, college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated, inquiry-based, and hands-on curriculum challenges students to think critically and creatively. Supportive relationships among students, staff and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership.

VISION STATEMENT

Our vision is to create a seamless educational transition for TK-12 students in a school system that is focused on a rigorous, academic and social justice embedded curriculum. Students understand their role and responsibility as lifelong learners. They understand their obligation and responsibility to themselves and their community.

LALA seeks to increase our students' ability to understand, communicate, and express their need for changes in their community. We target the next generation of students and instill a drive and desire to pursue higher education. Our ability to create a continuum of educational excellence will benefit the future leaders who graduate from LALA.

AN EDUCATED PERSON IN THE 21ST CENTURY

LALA's educational goals are designed to empower students to become scholars, activists and leaders who act with courage, kindness and integrity.

LALA defines an educated, college and career-ready person in the 21st Century as a self-motivated, reflective, competent, lifelong learner who demonstrates and develops intellectual, personal, and civic qualities. An educated person integrates into their thinking knowledge basic to core academic disciplines, and applies methods used by the various academic disciplines designed to ask and answer questions, test ideas, and show proof, to measure and represent information, and to express ideas. Basic knowledge about the world and deep knowledge about subjects of interest and importance are part of intellectual development, as are skills for effectively using technology and gathering information. Educated persons in the 21st Century must be familiar and comfortable with technology, and must be

able to integrate it into all aspects of life and work.[66] LALA ensures all students have access to technology. Further, intellectual development involves the ability to communicate ideas and information clearly and effectively, in a variety of contexts and for a variety of purposes.[67]

Personal development encompasses social, physical, emotional, and ethical competencies, as well as practical skills, habits, and self-awareness.[68] These include the ability to relate to people in a variety of contexts, to cope with life's many challenges, to view the world with ethical sensibility, to have facility of self-expression, and to monitor and maintain emotional and physical fitness.[69] A quality education also instills habits that help one have control of one's life: to set and attain goals, to learn from experiences, and to know when and how to follow social norms.[70] Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life, and being reflective about one's interactions and relationships with others.[71] Social competencies include the ability to relate to people in a variety of contexts and to understand when and how to follow social norms and expectations.[72] Physical competencies include the ability to monitor and maintain physical health and fitness.[73] Emotional competencies include the ability to cope with challenges and setbacks, to set and achieve goals, to gain wisdom from experiences, and to effectively express opinions, ideas and feelings.[74] Ethical competencies include the ability to value diversity, to support equitable treatment for all, and to interact with the world with a sense of social justice, recognizing inequalities in society and taking action to address those inequalities whenever possible.[75]

Civic development refers to one's ability to work strategically in a democracy toward a vision for a better world.[76] Civic-mindedness refers to one's ability to become an effective citizen, interacting respectfully with others, mediating differences in order to build partnerships, and working to make the world a better place for all.[77] Civic-mindedness requires balancing individual and collective needs, ecological

---

[66] Edutopia. (2007.) *Technology Integration: What is successful technology integration?* https://www.edutopia.org/technology-integration-guide-description

[67] Di Guardo M.C., Galvagno M. (2010) Information Systems and Service Research: A Co-citation Analysis. In: D'Atri A., De Marco M., Braccini A., Cabiddu F. (eds) Management of the Interconnected World. Physica-Verlag HD. https://doi.org/10.1007/978-3-7908-2404-9_51

[68] Zins, Joseph & Elias, Maurice. (2007). Social and Emotional Learning: Promoting the Development of All Students. JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION. 17. 233-255. 10.1080/10474410701413152.

[69] Damon E. Jones et all. (2015.) "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness," American Journal of Public Health 105(11) (2015): 2283-2290.

[70] Carol D. Lee. (2020) Practice that supports learning and development: A commentary. *Applied Developmental Science* 24:2, pages 141-145.

[71] Morin, Alain. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. Social and Personality Psychology Compass. 5. 807 - 823. 10.1111/j.1751-9004.2011.00387.x.

[72] Han, H.S., Kemple, K.M. Components of Social Competence and Strategies of Support: Considering What to Teach and How. *Early Childhood Educ J* **34,** 241–246 (2006). https://doi.org/10.1007/s10643-006-0139-2

[73] Ibid.

[74] Ibid.

[75] Ibid.

[76] Yoshioka, Emi & Kaneko, Sayuri. (2019). The Acquisition of Ethical Competence in Basic Education and the Present State of Ethics Education. Open Journal of Nursing. 09. 676-686. 10.4236/ojn.2019.97052.

[77] Ahrari, Seyedali & Othman, Jamilah & Hassan, Md Salleh & Abu Samah, Bahaman & Lawrence, Jeffrey. (2014). Understanding Meaning and Characteristics of Civic Development in Higher Education. Asian Social Science. 10. 50-60. 10.5539/ass.v10n16p50.

concerns, and environmental pressures to create solutions that are thoughtful, fair, and practical within the local or global community.[78] Effective citizens understand how structures of power function and how they shape the world in which we live.[79] They work effectively and respectfully with others, and are able to negotiate differences, build coalitions and create greater social awareness.[80] Citizenship requires balancing individual and collective needs, in fairness to all people and with mindfulness of ecological and social interconnectedness in an ever-smaller global village.[81] Thoughtful citizens develop personal responses to injustice based on a personal philosophy and a set of beliefs about the social, economic, and political world order.[82] LALA integrates developmentally appropriate curriculum through literature and other famous historical texts to help students build their basic civic knowledge and understand their role as active citizens. Civic leaders use practical tools to access the levers of power to address social problems.[83] They work in cooperation with others to attain solutions to make the world a more just and caring place.[84]

While not every educated person chooses to act as a leader, LALA sees the natural and desirable connection between education and leadership.[85] A leader is a person who employs intellectual, personal, and civic qualities to make the world a better place.[86] A leader considers alternative paradigms to decide what is just and compassionate.[87]A leader takes action, with reflection and courage, in partnership with others.[88] LALA expects its students to examine their roles in the Charter School and in the larger community, and to take action to realize their visions for a positive school community and a better world. LALA believes that by filling leadership roles (for example, student council) within the Charter School and in the community at large, students are inspired to become leaders as well as educated people as they graduate from LALA.

HOW LEARNING BEST OCCURS

LALA follows a whole child approach to education that is clearly defined by policies, practices, and relationships that ensure each student in our school community is safe, engaged, supported, and challenged. We engage all stakeholders—educators, families, policymakers, and community members to focus on the long-term success of the students rather than short-term achievement. Our curriculum

[78] Quigley, Charles. 2011. "Call to Action: National Assessment of Educational Progress." Woodland Hills, CA: Center for Civic Education. http://new.civiced.org/resources/civic-education-links/call-to-action.
[79] Nussbaum, Martha. 2010. "The Liberal Arts Are Not Elitist." *Chronicle of Higher Education*, June 10.
[79] Corporation for National Service. (2001.) A guide to Effective Citizenship Through AmeriCorps. (https://www.nationalservice.gov/sites/default/files/resource/w1952-a-guide-to-effective-citizenship-through-ac.pdf)
[80] Ibid.
[81] Ibid.
[82] Ibid.
[83] Andermann, A., & CLEAR Collaboration (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals. *CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne*, *188*(17-18), E474–E483. https://doi.org/10.1503/cmaj.160177
[84] Ibid.
[85] Jan M Lloyd (2004) Is Civic Responsibility a Purpose for Leadership Development Programs, Journal of College and Character, 5:9, , DOI: 10.2202/1940-1639.1402
[86] Ibid.
[87] Kennedy, Kerry & Wong, Koon. (2018). 'Leading for Civic Learning': School Leaders and the Creation of Democratic Citizens.
[88] Ibid.

implementation is grounded on research in Piaget's Constructivist Theory,[89] and Marzano's Qualitative Inquiry in Education Research.[90]

TEACHERS ORGANIZE INSTRUCTION SUCH THAT STUDENTS WILL:

- Be prepared to excel at the college level and in chosen careers;
- Become proficient in asking and answering questions according to the methods of major academic disciplines, and learn to draw on several fields when approaching a problem;
- Understand how culture shapes individuals' perspectives and actions, as well as how individuals affect the culture and the broader society in which they live;
- Develop a vision of a just and caring world, align their actions according to those visions, and know how to act strategically to realize their visions;
- Understand the relevance of learning to personal, community, and social goals;
- Practice creative expression through the visual and performing arts;
- Practice healthy living by maintaining physical fitness, being conscious of diet, and understanding how their developing bodies are functioning (as measured by the 7th and 9th grade Physical Fitness Test); and
- Demonstrate self-awareness, self-direction, and breadth in accomplishment.

INSTRUCTIONAL ACTIVITY MUST:

- Be grounded in critical pedagogy, a democratic educational practice rooted in a dialogical praxis in which students discover themselves as historical subjects with the power to question, critique, and act in the interest of democratic life;
- Include project-based learning and other constructivist and experiential learning strategies oriented to inquiry and depth;
- Engage student interest, often allowing student choice of topics to explore in depth;
- Have meaning and relevance to students, connecting to their previous knowledge and experience;
- Reflect teachers' commitment to best practices in education, social justice, and lifelong learning; and
- Use thematic based teaching as an instructional method in which the emphasis is given on choosing a specific theme for teaching one or many concepts. It is based on integrating various information to demonstrate the topic.

THE CHARTER SCHOOL IS ORGANIZED TO:

- Provide teachers common planning time to support an integrated curriculum, information sharing about students, and participatory decision-making;
- Create a working culture of democracy in which staff, students, and parents develop voice and vision;

[89] Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism* (5th ed.). Longman Publishing.
[90] Marzano, Robert & Gaddy, Barbara & Dean, Ceri. (2000). What Works In Classroom Instruction.

- Support community members in becoming integrated into the life of the Charter School and students and participate in the productive, cultural, and civic life of the community;
- Make adult learning as high a priority as student learning so that teachers are supported in constantly improving their practice and may serve as true examples of lifelong learners.

ALL STAKEHOLDERS ARE EXPECTED TO HELP DEVELOP AND EVOLVE A SCHOOL CULTURE THAT:

- Exemplifies respect, generosity, and fairness to all people;
- Supports students' needs and interests; and
- Balances individual and collective needs.
- Supports written and oral communication in multiple languages.

The LALA learning community continually seeks to link curriculum, instructional practice, and the Charter School's organization, policies, and practices to a conception of how learning best occurs, which is when learners:

- Start with their own knowledge and experience as the basis for learning;
- Feel that new ideas, information, and skills are relevant, useful, or important;
- Are motivated by genuine interest or purpose;
- Are known well by their partners in learning;
- Are challenged just beyond their present level of performance, and work to high expectations;
- Regularly experience success or accomplish something difficult during the learning process;
- Construct meaning through their experience, "doing" more often than passively listening;
- Are engaged in activities that match personal learning styles;
- Can focus without excessive distraction caused by physical surroundings or personal issues; and
- Practice and apply new skills and concepts to real situations.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

Our program goals enable our students to become and remain self-motivated, confident, competent, lifelong learners. Our goals empower students to generate solutions to problems through critical thinking, innovative ideas, products and services for 21st Century needs, and to participate fully and functionally in the diverse society in which they live.

SELF-EFFICACY

Enabling students to become self-motivated is one of the objectives of our education program. A core belief of Los Angeles Leadership Academy is that motivation is strongly linked to self-efficacy, the idea that behavior and effort make a difference in performance. Since achievement is a combination of both effort and ability, increasing a student's sense of self-efficacy will positively impact the student's motivation and, in turn, achievement. In fact, "studies have found [self-efficacy] to be the second most important predictor (after ability) of a student's academic achievement."[91] Our collaborative program is

[91] Slavin, Robert E. (2003). Educational psychology: theory and practice. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon.

designed to increase motivation, giving students an opportunity to take responsibility for their own learning, and ultimately in their careers and future adult lives, within the supportive construct of a group, controlling the amount of effort exerted and providing a sense of self-efficacy that will flow into academics and other areas of life. Increasing a student's sense of self-efficacy also increases self-esteem, thus enhancing the motivation to continue working and succeeding.[92] This is especially important for students from low socioeconomic backgrounds whose families may lack the financial resources to provide incentives, enrichment, and emotional support.

MASTERY

Feeling the success of controlling the outcome through the application of effort is the first step. Students build their sense of self-efficacy in classrooms where teachers distinguish between mastery goals and performance goals. Mastery goals are those motivated by gaining competence in the skills being taught; performance goals are those motivated primarily by the desire to gain positive judgment and earn good grades.[93] Mastery goals include improvement, progress, effort, learning, hard work, and challenge. Emphasizing mastery goals rather than performance goals also helps to curb failure avoidance. Failure avoidance occurs when students are more motivated to avoid failure out of "fear of failure" and risk-avoidance, rather than being motivated to take risks and seek success.[94] In a setting where mastery is emphasized, each student can attain learning goals without worrying about their own performance or the performance of others. This environment is helpful for students from low socioeconomic backgrounds because the emphasis on effort and improvement instead of performance meets them where they are academically and helps them to move forward on their own path, setting the stage for success for every student regardless of socioeconomic status.

GROWTH MINDSET

The idea that intelligence can be developed and is not a fixed quantity is known as a growth mindset. Carol Dweck has identified two mindsets, fixed and growth. The fixed mindset, the idea that an individual's qualities and abilities are fixed and unchangeable, is limiting and impacts achievement negatively. The growth mindset, the idea that an individual's qualities and abilities can be nurtured, developed, and improved, is encouraging and impacts achievement positively.[95] Success is not just a product of natural ability; it is a product of willingness to work hard. Promoting this mindset is significant when serving students from low socioeconomic backgrounds because it teaches that individuals have the power to develop their abilities, rise to challenges, persist after failure or disappointment, and seek mastery through effort all in spite of their economic circumstances. This essential understanding drives motivation and fuels learning and, arguably, could be especially difference-making for some upper grade students newly enrolling at LALA who may initially experience themselves as significantly behind in their grade-level performance.

HOPE AND LEARNED OPTIMISM

[92] Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.

[93] Slavin, Robert E. (2003). Educational psychology: theory and practice. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon

[94] Ibid.

[95] Dweck, Carol S. (2008). Mindset: the new psychology of success. New York, NY: Random House, Inc.

Persisting in the face of failure or disappointment is challenging for all students, but it is especially so for students from low socioeconomic backgrounds. It is this persistence, however, that delivers results. Students from low socioeconomic backgrounds can feel hopeless because of their circumstances. They may believe that they will never get ahead and their lives are fixed on a downward path no matter what they do. Adding to this negative perception, statistics show that, for a number of reasons, students from low socioeconomic backgrounds perform less well than more affluent students.[96] It is tempting for students and teachers to make the assumption that little can be done to bridge this gap because students from low socioeconomic backgrounds have fewer resources, both physical and emotional, than other students. But hopelessness can lead to learned helplessness, an adaptive response to circumstances and a response that could be compounded the older a student becomes. "Many kids with learned helplessness become fatalistic about their lives, and they're more likely to drop out of school or become pregnant while in their teens."[97] Avoiding hopelessness and its attendant learned helplessness is critical for our students. The natural consequence of being hopeful and optimistic is that students will try harder. If they believe they have the power to influence their life paths, they will develop goals and dreams, working hard to achieve them. "Hope and learned optimism are crucial factors in turning low-SES students into high achievers."[98] Teaching these skills impacts all students positively, but may most significantly change the lives and futures of students from low socioeconomic backgrounds. These skills will be taught throughout the core curriculum through PBL, student activities, and literature.

REQUIREMENTS OF EDUCATION CODE SECTION 47605(C)(5)(A)(II)

LALA will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of school- wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the Charter School's goals as of this petition submission, for all pupils pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the Education Code, LALA's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions LALA's anticipates at this point in time.

[96] American Psychological Association (n.d.) "Education and socioeconomic status." Accessed from http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspxhttp://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx on 30 Aug. 2015.
[97] Jensen, Eric (2009). Teaching With Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About it. Alexandria, VA: ACSD.
[98] Ibid.

LCFF STATE PRIORITIES

GOAL #1

All students will meet high expectations for success through a culturally responsive, hands-on, student-centered and standards-based instructional program with integrated curriculum.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

- Hire credentialed teachers (including for enrichments) and ensure proper placement through a comprehensive teacher recruitment and interview process, with support for teachers transferring credentials from out of state.
- Purchase educational supplies and materials that are aligned to the CCSS, NGSS, and other applicable state content standards.
- Ensure that all metrics of the School Accountability Report Card ("SARC") pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.
- Maintain a space that is conducive to learning.
- Ensure all students, including English Learners and SWD, have lesson plans and assessments that are aligned to CCSS, NGSS, and other applicable state content standards.
- Offer PD for teachers throughout the year on the implementation of standards. Topics will include strategies for ELs and SWDs.
- Track attendance records for all scheduled professional development pertaining to implementation of state standards provided both internally and at the school site.
- Ensure schedule allows enough time for all students, including SWD and ELs, to engage in all subjects and available enrichments.
- Create a budget that supports the hiring of needed educational staff and purchase of appropriate resources to offer comprehensive learning to all students.

Expected Annual Measurable Outcomes

Outcome #1: Teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
Metric/Method for measuring: Percentage of teachers who are appropriately credentialed for their certificated assignment

Applicable Student Groups	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All students (School-wide and all student groups)	100%	100% of teachers will be fully credentialed for their certificated assignment	100% of teachers will be fully credentialed for their certificated assignment	100% of teachers will be fully credentialed for their certificated assignment	100% of teachers will be fully credentialed for their certificated assignment	100% of teachers will be fully credentialed for their certificated assignment

Outcome #2: All students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.

Metric/Method for Measuring: Inventory lists for books, software licenses.

APPLICABLE STUDENT GROUPS[99]	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
English Learners	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Socioecon. Disadv./Low Income Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Foster Youth	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Students with Disabilities	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
African American Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials

[99] Unless otherwise noted, all goals for "applicable student groups" were created from published 2023 Dashboard reports, the most recent published Dashboard reports at the time of submission. We will continue to internally create goals for all our LALA students.

American Indian/Alaska Native Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Asian Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials

Outcome #3: The Charter School will fully implement the CCSS in ELA and Math in all grades and for all students.
Metric/Method for Measuring: Purchased textbooks/online curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
English Learners	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Foster Youth	100%	100% CCSS	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation

		Implementation				
Socioecon. Disadv./Low Income Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Students with Disabilities	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
African American Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
American Indian/Alaska Native Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Asian Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation

Outcome #4: All teachers will attend training on CCSS, NGSS and other state content standards and the state Frameworks along with integrated and designated ELD strategies to support EL students.
Metric/Method for measuring: PD attendance records.

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards
English Learners	100%	100% of teachers will	100% of teachers will attend PD on	100% of teachers will attend PD on	100% of teachers will attend PD on	100% of teachers will attend PD on

		attend PD on integrated and designated ELD for EL students	integrated and designated ELD for EL students	integrated and designated ELD for EL students	integrated and designated ELD for EL students	integrated and designated ELD for EL students

Outcome #5: All teachers will attend regular PD sessions including MTSS, SEL, PBIS and other practices to foster a safe and welcoming school environment with consistent practices.
Metric/Method for measuring: PD agendas; attendance records.

Applicable Student Groups	Baseline (2023/ 24 internal data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	100%	100% of teachers will attend PD on MTSS, SEL, instructional and other programs and strategies	100% of teachers will attend PD on MTSS, SEL, instructional and other programs and strategies	100% of teachers will attend PD on MTSS, SEL, instructional and other programs and strategies	100% of teachers will attend PD on MTSS, SEL, instructional and other programs and strategies	100% of teachers will attend PD on MTSS, SEL, instructional and other programs and strategies

Outcome #6: All students will have access to a broad course of student including ELA, Math, Science and Social Science, AP courses, expanded dual enrollment options with LACC, Mission College, East LA CC, and LA Trade Tech at the high school level, as well as electives in the middle school such as Culinary Arts, Robotics, World Languages, Music Technology, Visual Arts.
Metric/Method for measuring: Master schedule; student folders.

Applicable Student Groups	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
English Learners	100%	100% of students will have	100% of students will have access	100% of students will have access	100% of students will have access	100% of students will have access to

		access to a broad course of student including enrichments	to a broad course of student including enrichments	to a broad course of student including enrichments	to a broad course of student including enrichments	a broad course of student including enrichments
Foster Youth	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Socioecon. Disadv./Low Income Students	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Students with Disabilities	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
African American Students	100%	100% of students	100% of students will	100% of students will	100% of students will	100% of students will

		will have access to a broad course of student including enrichment	have access to a broad course of student including enrichment	have access to a broad course of student including enrichment	have access to a broad course of student including enrichment	have access to a broad course of student including enrichment
American Indian/Alaska Native Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment
Asian Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment

Outcome #7: All students will participate in structured programs and lessons for SEL through arts, PBIS, restorative justice, civic development, and college/career prep to support their holistic development.
Metric/Method for Measuring: Purchased curricula, lesson plans, student schedules.

APPLICABLE STUDENT GROUPS	Baseline (2023/ 24 Internal Data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #8: The school facility will be clean and in "good repair" or better as reported on SARC.
Metric/Method for measuring: SARC results; facilities inspection checklists

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	≥90% of items on facilities inspection checklists in compliance/ good standing	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.

GOAL #2	
Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student groups and the general population.	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

- Teachers will use NWEA MAP scores, real-time data from online curricula, in-class assessments and other interim assessments to create targeted and differentiated instruction for each student
- Data-driven and technology-infused model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers, including an emphasis on supporting
- classroom discourse, and student-centered classroom environments that focus
- on equity. WestEd continues to provide math PD. Administrators and teachers will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model.
- Academic Support Provider or Instructional Aide in every English and Math class to provide additional support with a focus on EL and SWD.
- Multi-Tiered System of Supports with a Student Assistance Program and Student Success Team
- Provide intervention, designated and integrated ELD instruction through a structured English Immersion program, including (but not be limited to):
    - - In-class instructional aides to support English Learners
    - - Monitor ELPAC summative assessment data to track Newcomers, ELs, and LTELs to ensure they continue to progress
    - - Teachers/staff communicate with ELs the importance of doing their best on the ELPAC so they can be reclassified as Fluent English Proficient.
    - - Professional Development for teachers on designated and integrated ELD strategies
- Continue to coordinate special education services by a director, caseload managers, instructional aides, and external service providers to provide all services required in each student's IEP.
- Tutoring during and after school with ASPs/IAs and partner organizations
- Maintain the technology and digital resources that will allow LALA to differentiate instruction, develop students' 21st Century skills and meet state standards.
- ELPAC data will help inform instruction for ELs and reclassification.
- EL students will receive integrated and designated ELD to support their language development
- All teachers will receive comprehensive PD in whole child instructional approaches, trauma-informed practices, PBIS, SEL, personal and civic development, and other learning strategies and programs
- The Charter School will maintain a comprehensive College and Career Readiness Program, including Individual Graduation Plans, Get Focused Stay Focused prep curricula, AP courses and exam support, and expanded dual enrollment opportunities with college partners.

Expected Annual Measurable Outcomes

Outcome #1: Maintain high rate of students – with annual increases – in grades 6-8 and 11 who progress towards meeting or exceeding standards in English Language Arts on CAASPP.
Metric/Method for measuring: CAASPP results

Applicable Student Groups	Baseline (2024 CA Dash-board)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	-45.9	DFS will improve a minimum	DFS will improve a minimum of 5	DFS will improve a minimum of 5	DFS will improve a minimum of 5	DFS will improve a minimum of

		of 5 points from previous year to -40.9	points from previous year to -35.9	points from previous year to -30.9	points from previous year to -25.9	5 points from previous year to -20.9
English Learners	-74.1	DFS will improve a minimum of 9 points from previous year to -65 points	DFS will improve a minimum of 9 points from previous year to -56 points	DFS will improve a minimum of 9 points from previous year to -47 points	DFS will improve a minimum of 9 points from previous year to -38 points	DFS will improve a minimum of 9 points from previous year to -29 points
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-45.2	DFS will improve a minimum of 5 points from previous year to -40.2	DFS will improve a minimum of 5 points from previous year to -35.2	DFS will improve a minimum of 5 points from previous year to -30.2	DFS will improve a minimum of 5 points from previous year to -25.2	DFS will improve a minimum of 5 points from previous year to -20.2
Students with Disabilities	-111.1	DFS will improve a minimum of 15 points from previous year to -96.1	DFS will improve a minimum of 15 points from previous year to -81.1	DFS will improve a minimum of 15 points from previous year to -66.1	DFS will improve a minimum of 15 points from previous year to -51.1	DFS will improve a minimum of 15 points from previous year to -36.1
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-45.1	DFS will improve a minimum of 5 points from previous year to -40.1	DFS will improve a minimum of 5 points from previous year to -35.1	DFS will improve a minimum of 5 points from previous year to -30.1	DFS will improve a minimum of 5 points from previous year to -25.1	DFS will improve a minimum of 5 points from previous year to -20.1
Native Hawaiian/Pacific	*	*	*	*	*	*

Islander Students						
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Maintain high rate of students – with annual increases – in grades 6-8 and 11 who progress towards meeting standards in Math on CAASPP
Metric/Method for Measuring: CAASPP results

Applicable Student Groups	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	-110.4	DFS will improve a minimum of 10 points from previous year to -100.4	DFS will improve a minimum of 10 points from previous year to -90.4	DFS will improve a minimum of 10 points from previous year to -80.4	DFS will improve a minimum of 10 points from previous year to -70.4	DFS will improve a minimum of 10 points from previous year to -60.4
English Learners	-135.3	DFS will improve a minimum of 12 points from previous year to -123.3	DFS will improve a minimum of 10 points from previous year to -111.3	DFS will improve a minimum of 10 points from previous year to -99.3	DFS will improve a minimum of 10 points from previous year to -87.3	DFS will improve a minimum of 10 points from previous year to -75.3
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-109.1	DFS will improve a minimum of 10 points from previous year to -99.1	DFS will improve a minimum of 10 points from previous year to -89.1	DFS will improve a minimum of 10 points from previous year to -79.1	DFS will improve a minimum of 10 points from previous year to -69.1	DFS will improve a minimum of 10 points from previous year to -59.1
Students with Disabilities	-150.8	DFS will improve a minimum of 15 points from previous year to -135.8	DFS will improve a minimum of 10 points from previous year to -120.8	DFS will improve a minimum of 10 points from previous year to -105.8	DFS will improve a minimum of 10 points from previous year to -90.8	DFS will improve a minimum of 10 points from previous year to -75.8
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-109.7	DFS will improve a minimum of 10 points from previous year to -99.7	DFS will improve a minimum of 10 points from previous year to -89.7	DFS will improve a minimum of 10 points from previous year to -79.7	DFS will improve a minimum of 10 points from previous year to -69.7	DFS will improve a minimum of 10 points from previous year to -59.7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: English Learner students will make annual progress in proficiency as measured by the ELPI.
Metric/Method for Measuring: ELPI on the CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2024 CA Dash-board)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
English Learners	22.10%	30%	40%	50%	60%	70%

Outcome #4: English Learners will be reclassified annually.
Metric/Method for Measuring: Percentage of EL students who are reclassified.

APPLICABLE STUDENT GROUPS	Baseline (CALPADS)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
English Learners	13%[100]	>15%	>15%	>15%	>15%	>15%

Outcome #5: Students will graduate from LALA's high school within four years, or, for those students who are not able to complete in four years, return for a fifth year and graduate.
Metric/Method for Measuring: CA School Dashboard Graduation Rate

APPLICABLE STUDENT GROUPS	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	87.8%	90%	92%	94%	94.5%	95%
English Learners	80%	90%	92%	94%	94.5%	95%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	87.8%	90%	92%	94%	94.5%	95%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska	*	*	*	*	*	*

[100] We note that the CDE has not published reclassification data for the past two years. The baseline has been calculated using local data.

Native Students						
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	87.2%	90%	92%	94%	94.5%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: LALA will maintain a low MS dropout rate.
Metric/Method for Measuring: MS dropout rates (CALPADS 8.1c report)

Applicable Student Groups	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Socioecon. Disadv./Low Income Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	0%	0%	0%	0%	0%

Outcome #7: LALA will decrease the HS dropout rates lower than the State average.
Metric/Method for Measuring: HS dropout rates

Applicable Student Groups	Baseline (Dataquest)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	11%	<10%	<10%	<10%	<10%	<10%.
English Learners	14%	<10%	<10%	<10%	<10%	<10%.
Foster Youth	*	<10%	<10%	<10%	<10%	<10%.
Socioecon. Disadv./Low Income Students	11%	<10%	<10%	<10%	<10%	<10%.
Students with Disabilities	*	<10%	<10%	<10%	<10%	<10%.
African American Students	*	<10%	<10%	<10%	<10%	<10%.

American Indian/Alaska Native Students	-	<10%	<10%	<10%	<10%	<10%.
Asian Students	*	<10%	<10%	<10%	<10%	<10%.
Filipino Students	*	*	*	*	*	*
Latino Students	11%	<10%	<10%	<10%	<10%	<10%.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	<10%	<10%	<10%	<10%	<10%.

Outcome #8: Students will graduate from LALA College and/or Career-Ready.
Metric/Method for Measuring: CA School Dashboard College/Career Indicator

Applicable Student Groups	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	35%	36%	37%	38%	39%	40%
English Learners	21%	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	35%	36%	37%	38%	39%	40%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	36%	37%	38%	39%	40%	41%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Students will graduate from LALA having completed the UC/CSU A-G requirements.
Metric/Method for Measuring: Dataquest

Applicable Student Groups	Baseline (2024 Data Quest)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	80%	82%	84%	86%	88%	90%
English Learners	73%	76.5%	80%	83.5%	87%	90%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	80%	82%	84%	86%	88%	90%

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	80%	82%	84%	86%	88%	90%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Students will graduate from LALA having earned the State Seal of Biliteracy.
Metric/Method for Measuring: State Seal of Biliteracy (SSB) completion rate (Dataquest).

Applicable Student Groups	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	47.5%	>50%	>50%	>50%	>50%	>50%
English Learners	9.1%	>10%	>10%	>10%	>10%	>10%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	47.5%	>50%	>50%	>50%	>50%	>50%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	49%	>50%	>50%	>50%	>50%	>50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: Students will graduate from LALA having completed two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C− or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
Metric/Method for Measuring: CA Dashboard Additional Reports: College/Career Levels & Measures Report

Applicable Student Groups	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0%	5%	10%	15%	20%	25%

Outcome #12: Graduating seniors will have passed at least two AP exams with a score of 3 or higher.

Metric/Method for Measuring: CA Dashboard Additional Reports: College/Career Levels & Measures Report

Applicable Student Groups	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	2%	7%	12%	17%	22%	27%

GOAL #3

Work collaboratively with students, staff, families, and the community to increase resources to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Specific Annual Actions to Achieve Goal

- Refine and implement processes that improve the physical conditions of the school and result in a safe and clean campus. This will include (but not limited to):
    - - leasing the school's campus
    - - evaluating the school's comprehensive safety plan
    - - conducting monthly safety drills
    - - conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities
    - - contract additional cleaning and disinfecting cleaning services
    - - COVID Prevention Measures
    - - Armed Security guards K-12
    - - Cameras at the front and back of the campus
- Maintain and refine PBIS systems and alternatives to suspension as a component of the school's MTSS plans through the following actions
    - maintenance of the program of PBIS rewards and recognitions for meeting expectations
    - expansion of the number of alternatives to suspension available
    - maintenance of the program of school events and activities promoting school culture through the
        - - alignment of the school's mandala and expectations
        - - continued activities of the student leadership group
        - - providing activities (like standards-aligned field trips) that build enthusiasm for learning
- Maintain and refine enrichment services and programs that support students' socio-emotional health and development through students' MTSS teams including providing an interscholastic athletics program, an after-school youth program, sex health education for middle school students, and increased non-athletic extracurricular activities and programming in the arts, as well as promoting attendance at youth development programs and conferences and participation in the MOSTe program (Minds Matter, internships for college apps).
- Maintain a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction.
- Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training, and information. This will include (but not be limited to):
    - use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram)
    - conducting annual educational partner surveys
    - hosting regular educational partner meetings and forums (e.g. "Coffee with the
    - Principal")
    - providing family services through community partners

- hosting community service, outreach, and recruiting events
- increasing ways families and educational partners can provide feedback
- recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC) and invite parents to attend meetings
- provide translation for all school communications

- Provide families with workshops about topics that will help them support their child's learning such as:
  - supporting their children in learning
  - - college readiness
  - - developing a growth mindset
  - - social-emotional learning; mental health
  - - inclusivity; diversity
  - - resources in the community
  - Specific workshop topics vary each year depending on parent feedback.
- Host family events that provide opportunities for families to come to campus and build community with the school and other LALA families. Families will be given calendar of events at the beginning of the school year.
- Parents will be notified of Parent meeting dates and times at least one month in advance. Meetings will take place at a time convenient for parents, and child care will be provided to minimize barriers to attendance.
- Parent-teacher conferences will be held twice annually.
- Provide family services through community partners (e.g. VIP Services, Barrio Action)
- Parents will be encouraged to attend classroom and schoolwide celebrations, performances and shows of student work.
- Assist families in need in complying with school dress code.
- Parents will be invited – but never required – to volunteer at the Charter School in classrooms, in the school yard, on field trips, and in helping plan school events and celebrations.
- The Charter School will ensure school safety and promote positive school climate through SWPBIS/MTSS, SEL, VAPA, field trips and schoolwide celebrations.

Expected Annual Measurable Outcomes

Outcome #1: SSC, PTC and ELAC will be maintained, and supported to be fully operational and self-sustaining.[101]
Metric/Method for measuring: Parent sign-in sheets; agendas for meetings

Applicable Student Groups	Baseline (2023/24 Internal Data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	PTC/SSC held six meetings combined; ELAC held three annual meetings	PTC and SSC will hold at least six meetings annually; ELAC will hold at least three meetings	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.

[101] We note that we do not currently have the capacity to track parent attendance at meetings and events by student group.

		annually.				
Outcome #2: Parents will attend at least two engagement events annually. **Metric/Method for measuring:** Parent sign-in sheets at parent meetings, sign-in sheets						
APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	80% of parents attended at least two engagement activities.	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).
Outcome #2: Fewer students each year will be chronically absent. **Metric/Method for Measuring:** CA School Dashboard Chronic Absenteeism Rate (grades 6-8 only); Internal attendance data.						
APPLICABLE STUDENT GROUPS	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	20%	18%	16%	14%	12%	10%
English Learners	16%	14%	12%	10%	<10%	<10%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	20%	18%	16%	14%	12%	10%
Students with Disabilities	22%	20%	18%	16%	14%	12%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	19%	17%	15%	13%	11%	<10%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Suspension rate will be the same or lower than the State average suspension rate.
Metric/Method for Measuring: Suspension rate.

APPLICABLE STUDENT GROUPS	Baseline (2024 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	1.3%	≤2%	≤2%	≤2%	≤2%	≤2%
English Learners	0%	≤2%	≤2%	≤2%	≤2%	≤2%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	1.4%	≤2%	≤2%	≤2%	≤2%	≤2%
Students with Disabilities	0%	≤2%	≤2%	≤2%	≤2%	≤2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	1.4%	≤2%	≤2%	≤2%	≤2%	≤2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Expulsion rate will not exceed 0.5%.
Metric/Method for Measuring: Expulsion rate.

APPLICABLE STUDENT GROUPS	Baseline (2024)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0%	≤0.5%	≤0.5%	≤0.5%	≤0.5%	≤0.5%
English Learners	0%	≤0.5%	≤0.5%	≤0.5%	≤0.5%	≤0.5%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	≤0.5%	≤0.5%	≤0.5%	≤0.5%	≤0.5%
Students with Disabilities	0%	≤0.5%	≤0.5%	≤0.5%	≤0.5%	≤0.5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	0%	≤0.5%	≤0.5%	≤0.5%	≤0.5%	≤0.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Students and parents/guardians will feel safe at the school and connected/feel positively about the school community

Metric/Method for Measuring: Safety and Connectedness metrics on annual surveys.

Applicable Student Groups	Baseline (2023/24 Internal data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	95% of parents, 80% of HS students and 68% of MS students indicated feeling safe; 85% of HS students and 72% of MS students indicated connectedness.	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys

Just as Charter School stakeholders (parents, teachers and staff) will be engaged in setting goals in the Charter School's annual LCAP, so too will stakeholders receive updates and reporting on the Charter School's progress towards meeting the stated goals. Annually, the Charter School's leadership team will provide an update to its students and parents about schoolwide academic performance. The schoolwide data will be shared during School Site Council meetings (which are open and publicized to the school community), during LCAP Annual Updates and feedback sessions, and through specialized family nights. An annual "LCAP Update" newsletter also will be sent home to families.

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

LALA focuses on engaging students through hands-on, student-centered, constructivist problem-based learning. Students are scholars, activists, and creators who will demonstrate love, courage, inquiry, empowerment, integrity, community, and well-being. Some of the core features of LALA's educational program include:

- Culturally Responsive Teaching
- Constructive and Inquiry-Based Learning
- Collaborative Learning Environment
- Social Justice-Themed Learning

CULTURALLY RESPONSIVE TEACHING

Culturally Responsive Teaching ("CRT") is embedded throughout the program, which values the diverse experiences and cultural backgrounds of students and in the surrounding community. Teachers are trained to understand that students' cultural knowledge and perspectives are crucial to supporting and addressing their unique learning needs as part of teaching the "whole child," with the recognition that culture is inextricable from students' thinking, learning, and experience.[102]

CRT values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.[103] According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.[104] CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.[105] Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

CRT has been shown to increase intrinsic motivation for learning, in that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural experiences and interests.[106]

---

[102] Gay, G., Culturally Responsive Teaching: Theory, Research and Practice (2010).
[103] Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/
[104] Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.
[105] Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). Beyond the big house: African American educators on teacher education. New York: Teachers College Press.
[106] Wlodkowski, R. J., and M. B. Ginsberg. (1995). Diversity and Motivation: Culturally Responsive Teaching. San Francisco: Jossey-Bass.

In designing thematic curricula and units of study, teachers attend to the three criteria outlined by Ladson-Billings for CRT:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students' lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.[107]

LALA has built a culture and educational program that helps diversity become a benefit rather than a barrier for students, whether differences among students are by ethnicity, nationality, language, religion, gender, or physical, intellectual, and emotional needs and abilities. The Charter School community respects and celebrates diversity through its activities that celebrate the historical, cultural, linguistic, and personal assets that each student possesses. The educational program helps students see how diverse perspectives and values actually enhance their understanding and effectiveness in the world.[108]

Our Faculty and Staff are consistently making progress toward school goals in regular collaboration meetings. **Professional Learning Communities** serve as a dynamic platform for department alike educators to collaborate and refine their instructional practices. Engaging in data analysis, faculty members examine student performance, identify trends, and develop targeted strategies for improvement. Grade Level Teacher Meetings provide a forum for teachers to coordinate curriculum, discuss student progress, and strategize interventions at the grade level. All school personnel are informed about school-wide initiatives, policies, and practices.

CONSTRUCTIVIST LEARNING

LALA focuses on engaging students through hands-on, student-centered, constructivist learning. Students are scholars, activists, and creators who will demonstrate love, courage, inquiry, empowerment, integrity, community, and well-being through:

- Collaboration: developing individual and collaborative working skills
- Communication: articulating ides, opinions and information clearly
- Creativity: using verbal, written, technical, and creative expression effectively
- Critical thinking: demonstrating problem-solving skills and analytical thinking; evaluating, synthesizing, and applying new information; using acquired skills to be a responsible citizen at the Charter School and in the community.

[107] Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal. 32;3: 465-491.

[108] http://middlegradesnetwork.pbworks.com/f/Preparing%20for%20Culturally%20Responsive%20Teaching%20(2002%2C%20Gay).pdf

Jerome Bruner posits that learning is an active process in which the learner uses existing schema to make meaning of new information and experiences, a process called scaffolding.[109] Appropriately organizing the information to be learned is the key to effective scaffolding. Additionally, spiraling the curriculum, or teaching skills in a sequential order, offers students the opportunity to build upon what they already know—their existing scaffold--thus facilitating the comprehension of new information. At LALA, curriculum is taught strategically and sequentially in order to implement Bruner's ideas about instructional design.

Through constructivist learning practices, students "construct" their own understanding in a hands-on way as they build, design, explore, experiment, draw, model, play, investigate and create. They work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. By being actively engaged in their own learning students are able to more effectively understand and retain concepts and skills in the Common Core State Standards ("CCSS"). Students also are able to demonstrate their learning both broadly and deeply. Through group learning, students can interact with and learn from their peers on more complex tasks than they could engage in alone, which provides immediate feedback, encourages them to explore their own and other students' ideas, and helps develop communication and interpersonal skills. Teachers also scaffold and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities.[110] In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences.

A constructivist approach is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. Numerous independent researchers have documented the success of the constructivist model of education with historically underserved populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development excel. Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts. Rushton et al assert that "Interactive classrooms reflect a shift in teaching paradigms from [a] teacher- directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research- based approach to learning."[111]

The foundation of LALA's instructional program at the secondary grade level is problem-based learning, a pedagogical approach rooted in constructivist theory. Problem-based methodology creates opportunities for students to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills needed for success in college and the world beyond. Problem-based learning also links the curriculum content with students' real world experiences, making learning relevant, personalized and valuable to students' lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects and teachers collaborate formally and

[109] Wood, D.J., Bruner, J.S., & Ross, G. (1976). The role of tutoring in problem solving, *Journal of Child Psychiatry and Psychology.* 17;2: 89-100.
[110] Blumenfield, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., et al. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Pyschologist.* 26: 369-398.
[111] Rushton, S., Eitelgeorge, J., Zickafoose, R. (2003). Connecting Brian Cambourne's Conditions of Learning to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal.* 31; 1: 11-21.

informally to integrate themes and concepts in designing and instructing classes. Problem-based learning also offers collaborative opportunities to students, helping them develop teamwork skills and providing meaningful opportunities to contribute for students with a wide range of academic skills. As student collaborative groups focus on different aspects of an assigned problem, each member of the group brings a different idea, approach, suggestion, or solution to the table, broadening perspectives, highlighting individual competencies, and deepening cognitive skills. Additionally, the interdisciplinary curriculum and use of real-world problems provide equity and relevancy for an ethnically and culturally diverse student population. Problem-based tasks promote collaborative, relevant, active, interdisciplinary learning wherein students exercise choice about how and what they will learn, thereby increasing motivation and engagement and the development of skills designed to help students succeed in the real world.

At LALA, we employ constructivist strategies along with inquiry-based strategies, in which students are challenged to construct evidence-based solutions to challenging questions. Inquiry-based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, described it best, "Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information. . . . Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content."[112]

COLLABORATIVE LEARNING ENVIRONMENT

Learning at LALA takes place in collaborative classroom settings. We are a small school with approximately 70 students in each grade. Our small setting not only enables grade level teachers to work closely together to establish consistency in the program offered at each grade, it allows us to employ a collaborative learning approach, which creates opportunities and fosters student collaboration, engaging students through social interaction with peers and leading to deeper learning.

Collaborative learning is an instructional method in which students work in pairs and groups towards a common academic goal. Collaborative learning invites higher levels of thought by promoting discussion and reflection. In addition, collaborative learning helps students develop thinking and learning habits, a critical goal for at-risk learners, because it is important to meaning making. "One important aspect of meaning is that it is obtained within a culture."[113] The culture can be that of society or that created within a collaborative classroom community, a culture of dialogue and inquiry. Further, "collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas."[114] Developing critical thinking skills, including those of evaluation and analysis, is one of the primary focus areas at LALA. Therefore, the instructional design includes educational experiences that are social, engaging, and student-oriented in order to improve scholarship and enhance creativity.

---

[112] Franklin, Wilfred, A. "Inquiry Based Approaches to Science Education: Theory and Practice." Accessed from: http://www.brynmawr.edu/biology/franklin/InquiryBasedScience.html on April 1, 2012.
[113] Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.
[114] Gokhale, A.A. (1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education.* 7;1.

Lemke proposes that students need to ask questions as a way of engaging in the process of meaning making.[115] Lemke's concept of cross-discussion is essential to both student engagement and the social construction of knowledge. "Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students."[116] This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke goes on to say, "Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher's language is unfamiliar. They support and facilitate each other's learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else…). Learning is essentially social.[117]

A collaborative learning environment declares that everyone is a learner. In this environment, teachers become facilitators who know their students' talents, prior school experiences, and needs. This knowledge enables teachers to take into account student backgrounds to support learning. Teachers create a learning environment that is emotionally, intellectually, and psychologically safe, an environment where learners can acknowledge what they do not know, take risks, and reflect on what they have learned.[118] True collaboration promotes social and emotional intelligence through active listening and careful observation of others' responses. It curbs failure avoidance by allowing students to explore the unknown together in a safe forum. Finally, a collaborative learning environment allows everyone to think on their own, interpret information, share ideas, and evaluate those ideas through both personal and group perspectives.

Collaborative learning processes can be incorporated in a variety of ways, such as a long-term project, or simply posing a question and asking students to discuss their ideas with their neighbors. As Smith and MacGregor state, "In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material."[119] Regardless of the specific approach taken, the goal is the same: to shift learning from a teacher-centered to a student-centered model. Other research supports that using flexible groupings to promote "responsive teaching," using data to group students homogeneously and heterogeneously in smaller groups for collaborative learning and small group instruction. [120]

Collaborative group work, described by many researchers,[121] exposes students to others' points of view, allows them to organize their thoughts in a low-risk context, prepares students for sharing ideas in

---

[115] Lemke, J.L (1990). Talking science: Language, learning, and values. Norwood, NJ: Ablex.
[116] Ibid.
[117] Ibid.
[118] Dube, B. Bessette, L. & Dorval, C. (2011). Differentiation and Explicit Teaching: Integration of Students with Learning Difficulties. US-China Education Review.
[119] Smith, B.L. and MacGregor, J.T. (1992). What Is Collaborative Learning? *Washington Center for Improving the Quality of Undergraduate Education.* Accessed from https://www.evergreen.edu/sites/default/files/facultydevelopment/docs/WhatisCollaborativeLearning.pdf on April 21, 2023.
[120] Ford, D.Y. (2005). Welcome all students to room 202: creating culturally responsive classrooms. *Gifted Child Today.* 28;4.
[121] Ford, M. P. (2005) Differentiation Through Flexible Grouping: Successfully Reaching All Readers. Learning Point Associates/North Central Regional Educational Laboratory (NRCEL).
Perkins, J.H. & Cook, C.D. (2012) Addressing the literacy needs of striving readers. Using informative Assessments Towards Effective Literacy Instruction.

whole-class discussion, and helps students make progress on tasks they could not do alone. Inquiry-based or project-based learning also links the curriculum content with students' real-world experiences, making learning relevant, personalized and valuable to students' lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. Further, LALA applies the Socratic Seminar instructional strategy by having students co-establish discussion norms, practice holding themselves accountable for said norms, as well as developing skills in active listening, self-expression, conflict resolution, and community building. (See Instructional Methods and Strategies portion of Petition for Renewal.) Additionally, the interdisciplinary curriculum and use of real-world problems provide equity and relevancy for an ethnically and culturally diverse student population. Problem-based tasks promote collaborative, relevant, active, interdisciplinary learning wherein students exercise choice about how and what they will learn, thereby increasing motivation and engagement and the development of skills designed to help students succeed in the real world.

SOCIAL JUSTICE THEMATIC LEARNING

As a Charter School founded upon principles of social justice, LALA's school structure is designed so that students can meaningfully engage in learning and activities that help them develop skills and attributes that will lead to lifelong activism and engagement in the communities in which they live. We seek to inscribe each of our students the mentality of a social justice leader, with six pillars of character: [122]

- **Trustworthiness:** to be honest in communication and actions, be reliable, and have the courage to do the right thing even when no one is watching.
- **Respect**: treat others with respect, be tolerant and respecting of differences, use good manners, be considerate of the feeling of others, and deal peacefully with disagreements.
- **Responsibility:** doing your best, being diligent, having self-discipline, being accountable for your words and actions, choosing a positive attitude, and making healthy choices
- **Fairness:** playing by the rules, listening to others, not blaming others carelessly, and treating other people fairly
- **Caring**: being kind, compassionate, showing gratitude, helping people in need, and forgiving others
- **Citizenship**: cooperating with others, getting involved in community affairs, being a good community member, obeying the laws and rules, respecting authority, protecting the environment, and volunteering.

LALA is actively involved in community life and builds school traditions. Through the exploration of the elements of Social Justice, students learn to be active members of the community including the following themes:[123]

- **Self-Love and Knowledge**: Students will first learn about self-love and knowledge so that they can gather appreciation for who they are and where they come from.
- **Respect for others:** Concurrently, students will learn about respecting others so that they can develop a sense of empathy for others' background. Students will engage in activities where they learn about others' cultures.

[122] Josephson, Michael S. *Making Ethical Decisions.* Marina del Rey, CA: Josephson Institute of Ethics, 2002. Print.
[123] Picower, Bree. (2012). Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom. International Journal of Multicultural Education. 14. 1-17. 10.18251/ijme.v14i1.484

- **Issues for Social Injustice:** Students will learn how diversity impacts different groups of people, specifically within the community. They will explore current issues related to social injustice affecting the community.
- **Social Movements & Social Change:** Students will learn about movements and efforts within the community to bring about social change.
- **Awareness Raising:** Students will have opportunities to teach others about the issues they have learned about.
- **Social Action:** Students will have the opportunity to take action on an issue that affects them in their community. Such actions may include participating in public meetings, petitions, and campaigns.

Monthly Social Justice Curriculum

Each grade level will focus on completing monthly lessons using the elements of social justice and pillars of character. Each teacher is encouraged to display student work artifacts on the assigned board in the hallway to reflect the class's focus on an assigned element. Each teacher is also encouraged to complete monthly lessons based on the element that is reinforced each month. Below is a monthly sample of social justice lesson plan domains delivered in a school year.

Month	Social Justice Learning	Description	Monthly Social Justice Lessons
August	**ROAR** **(Respect and Responsibility)**	Treat others fairly, be trustworthy, honor one's commitments, and be environmentally aware. Responsibility infuses itself into all aspects of our lives, giving others opportunities to shine, and making the right decision. Treat others with respect and follow the Golden Rule. Be tolerant and accepting of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults, and disagreements.	Respect- Lessons include a discussion of respectful and disrespectful behavior, students' evaluation of their own behavior in relation to respect, learning about cyberbullying in middle school, negotiation and conflict resolution, and respect people for other cultures. Responsibility- 6th grade lessons introduce the basics of responsibility through individual activities, scenario-based learning, and reflection. 7th grade lessons relate responsibility to trust and include individual activities, scenario-based learning, reflection, and role play. 8th grade lessons include potential consequences of responsible decisions through class work, scenarios, and debate.
September	**Issues for social injustice and Social Action**	Students will have the opportunity to take action on an issue that affects them in their community. Such actions may include participating in public meetings, petitions, and campaigns.	Students will explore the history of the civil rights movements, recognize discrimination and learn how to respond to discrimination with real-world examples.
October	**Acceptance and Inclusion**	Accepting and welcoming people from all around. No matter what their background or beliefs are. Standing up for our friends and making them feel accepted.	Students will explore how people are composed of personal and social identities. Students will explore the negative impact that stereotypes have on the self-worth of individuals and the damage that these stereotypes inflict on pride in one's heritage. Students have the opportunity to evaluate primary sources for bias and bigotry, as well as providing context for the protagonists' experiences in an essay. Students will apply the concepts of

			intersectionality, privilege and oppression to characters from the film *Bibi*.
November	**Caring**	Be kind; be compassionate and show you care; express gratitude; show empathy; forgive others and show mercy; help others in need; show concern for the welfare of others.	Lessons will include individual activities, scenario-based learning and how to prevent bullying. Students will build empathy-related skills and understand what empathy doesn't look like.
Dec-Jan.	**Self-Love and Knowledge**	To love and embrace who you really are in adversity. To show self-care, happiness, great self-esteem, and wellbeing. To learn new information or skills through personal experience. To instill thirst for knowledge.	Students explore race and self-identity by creating self-portraits. The lesson aims to help students develop detailed observational skills and use these skills in relation to themselves and others. Students will examine identity and assimilation with an activity that asks the essential question: Was there ever a part of your identity you had to hide?
February	**Citizenship**	Be a person who focuses on empathy, respect, compassion, diversity and inclusion within their community. A good citizen also involves people working together to make a positive difference in society.	Students will engage in completing community service, vote in school-related issues, and how to conserve resources.
March	**Trustworthiness**	A person who demonstrates the ability to keep promises, to be honest and reliable. Trustworthiness relies on the integrity and character of a person.	Lessons include reading scenarios that include acts of students being trustworthy, creation of their own definition of trustworthiness, and discussions about scenarios that they could encounter in their own lives. Students will learn about the concept of "fake news" and the responsibilities of news and media creators and consumers. Students will explore PEN America's News Consumers' Bill of Rights and Responsibilities and read an article about fake news that presents strategies on how to approach digital sources.
April	**Awareness Raising and Fairness**	Treating all people equally. Making sure to take turns when playing with others, sharing supplies or toys. Making sure to follow the rules when playing a game and listening attentively to another person's point of view.	Lessons will teach students the difference between fairness and identical treatment. Students will have classroom discussions, and vote on unfair scenarios.
May	**Social Movements and Social Change**	Students will learn about movements and efforts within the community to bring about social change.	6th Grade-Students will engage in the debate about the efficacy of social media as a tool for social change. 7th Grade-Students will understand the role of identity in the online marketplace, online advertising, and advertisers' intent to manipulate consumers. 8th Grade-Students are challenged to analyze and reflect on messages presented in songs — and to express their own views about important issues addressed in some songs.

High School Curriculum

High School Civic Curriculum is embedded throughout subjects, and culminates in a Senior Capstone Project. (See Course Descriptions, below, for more details.)

INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

Please refer to *Success of the Key and/or Innovative Features of the Educational Program*, and *Success of School's Educational Program in Meeting Specific Needs of its Student Population,* above.

KEY FEATURES OF THE EDUCATIONAL PROGRAM

Please refer to *Success of the Key and/or Innovative Features of the Educational Program*, and *Success of School's Educational Program in Meeting Specific Needs of its Student Population,* above.

CURRICULUM AND INSTRUCTION

LALA integrates a program of leadership development with academic study. Courses and curricula are aligned with the California state content standards, including California Common Core State Standards, Next Generation Science Standards ("NGSS"), English Language Development Standards, History-Social Science Framework and other applicable state content standards (hereinafter, collectively, "State Standards"). Our faculty utilize the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve,* including the new 2023 Mathematics Frameworks, as well as the CDE's *College and Career Readiness Anchor Standards for Grades 6-12*.[124] These guiding principles are incorporated by each of the core content areas, including updates as they are issued, such as the recently issued requirement from AB 873 for students to learn media literacy as part of the State's Frameworks in English, math, science, and history.[125] The curriculum is taught strategically in a sequential manner, ensuring that students master fundamental skills and knowledge at designated points in time in order to assure that higher order skills and more complex knowledge have a foundation in which to take root.

Essential to the instructional program are the following principles:

- Allocate sufficient time to attain essential skills
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on students' prior knowledge
- Review previously taught skills
- Administer ongoing assessment to inform instruction
- Provide immediate intervention strategies (delivered by classroom teachers and instructional assistants) during school for those students who are not demonstrating progress towards unit goals and grade level standards
- Provide Multi-Tiered System of Supports either in the classroom or in the Learning Center.

The curriculum balances the need for both breadth and depth in all academic areas. LALA provides an engaging, hands-on educational program with real world connections.

[124] https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp

[125] Jones, C. (2023). "Recognizing fake news now a required subject in California schools." Cal Matters. Accessed from https://calmatters.org/education/k-12-education/2023/11/fake-news-california-school on March 3, 2024

INTELLECTUAL DEVELOPMENT

An innovative, research-based curriculum begins in 6th grade, gradually raising the complexity of ideas and application as students move from grade level to grade level. Literacy is reinforced through emphasis on reading, writing, speaking, listening and vocabulary development across all content areas. Students are also proficient in mathematics, science, and the social sciences. Students learn to view problems through the lens of each academic discipline by practicing the methods of each and understanding the language of the disciplines as well as the vocabulary. Application of classroom learning through projects and community-oriented work helps students realize the relevance of their studies to life experience and helps them to experience being practitioners of the disciplines. Instruction helps students learn how to learn, asking critical questions and investigating possible answers with research, logic, and experimentation, and discover the value and joy of lifelong learning. Students are also exposed to the contributions of different cultures in each subject area.

Students develop an understanding of the fundamentals of the visual and performing arts, health maintenance, physical fitness, technology, and information gathering. Instruction in these areas will move between study, application and reflection. The curriculum lays the groundwork for students to express themselves artistically, to regulate physical and emotional health, and to experience the benefits of sports and a fitness program. Students also learn how to gather information from libraries, the Internet, specialists, and other local resources. Students apply technological skills in their projects. They study and exercise components of informed, critical judgment and develop effective communication. Students apply these qualities in a wide variety of contexts.

Woven throughout the coursework in all content areas is a focus on six areas of general intellectual development.[126] Students are asked to consider:

1) VIEWPOINT; that is perspectives that must be considered in analyzing new ideas and information and what ideas are being presented.
2) They will be asked to use EVIDENCE in making judgments and to show how they know what they know.
3) They will make CONNECTIONS within their work and to other issues of interest, sometimes in the context of an integrated curriculum.
4) They will use SUPPOSITIONS to consider alternative outcomes and explanations.
5) They will be asked to find the RELEVANCE of their studies to their own lives and to explain why their inquiries are important.
6) Finally, they will use varied means of COMMUNICATION to present ideas and questions.[127]

Students demonstrate progress in intellectual development in their portfolios for each area and as a particular focus of their culminating exhibitions.

PERSONAL DEVELOPMENT

The curriculum reflects the belief that education must address students as whole people. Instruction will be developmentally appropriate and promote interpersonal, emotional, and practical skills so that students are prepared to maintain healthy relationships, collaborate effectively, cope with life challenges, and set and achieve personal and career goals. Viewing life from the perspective of ethics

[126] Schunk, D.H. (1991). *Learning theories: An educational perspective.* Macmillan Publishing Co, Inc.
[127] Ibid.

will help students develop their own rules for living and a basis for judging right and wrong actions. Ethical and emotional sensibility, keen habits of mind, and breadth of knowledge contributes to the development of a sophisticated world view grounded in thought and feeling.

CIVIC DEVELOPMENT

Civic development is integrated into instruction through project-based learning; LALA does not utilize a specific curriculum. Working within a framework of civic leadership, the civic development component asks students how they might use their talents to benefit society. Students develop a personal philosophy by considering principles of justice and compassion in current and possible social, political, and economic contexts. Students identify and map assets in their cultures and in their communities. Knowing about these assets help equip them to respond as they identify important social problems affecting people in and outside of their communities. Through lessons centered around the six pillars of character listed below, students build basic civic knowledge. Students practice thinking and acting responsibly while participating in real-life problem-solving situations and practicing democratic deliberation. The problem-solving in these projects require students to synthesize and apply intellectual, personal, and civic learning. The combination of study, practice and reflection advance students' capacity for civic participation.

LEADERSHIP

LALA develops students' leadership skills through a process of study, practice, and reflection as students form and advance their own visions of how the world ought to be. The leadership curriculum is folded into core subject areas that address component parts of civic leadership by mapping instructional activities onto the desired pupil outcomes of civic leadership. Teachers integrate civic leadership into core subjects. All projects are designed to promote group interaction, build self-confidence, and allow students to explore personal understanding. Community action projects and other leadership activities also develop leadership as a whole by integrating knowledge across all subject areas and synthesizing skills.

LALA's conception of leadership hinges on a sense of civic purpose. Principles such as justice, independence and social equality will provide a philosophical framework for students to answer the question: "Why should an individual work with others to realize collective action?" Students are asked to find purpose using their intellect, feelings, and ethical and civic sensibilities to consider how they want to work for the common good. When they identify social problems to address, they use their intellectual qualities to understand the nature of the problem, to evaluate solutions, and to gain evidence supporting their intended action. Personal qualities are also critical to good leadership, such as strong interpersonal skills and emotional and ethical sensibilities that inform vision. Finally, civic development gives students the skills to be effective leaders, so that they understand the basics of governance, power dynamics, communication, consultation with communities and stakeholders, and generally how to work to realize a vision.

The Charter School serves as a laboratory for democracy. The Charter School is conceived as a civic laboratory as all members will be asked to create a democratic, just, caring and respectful community. The Charter School promotes citizenship by asking students to evolve this community in accordance with these key principles, as members who agree to participate in democratic decision-making, to practice fairness, caring and respect, and to offer feedback on how the Charter School's actual practice measures up to its principles. The Charter School, then, asks every member to be a leader who recognizes the importance of their participation in community life and who will speak and act when

observing that something is wrong. Meaningful participation in this mini-democracy will require the use of intellectual, personal and civic skills.

MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS (CORE)

Los Angeles Leadership Academy engages students in purposeful reading and writing each day. In each grade, writing units are designed based on the CCSS. The CCSS are grouped into units in our pacing plans. The curriculum that is implemented is *McGraw Hill Education: California Study Sync*, a comprehensive blend of ELA/ELD for grades 6-8. This curriculum is designed to meet the needs of all students, exposing them to a media-rich learning experience that advances their reading, writing, speaking, listening, and language skills. Offering a diverse selection of high-quality text, both literary and informational, the program also presents short and long-form writing assignments with built-in tools for teacher and peer review.

The core curriculum is supplemented with i-Ready, a program with online lessons that personalizes instruction for each student based on a diagnostic assessment. Students receive instruction in the areas where they need the most support. On their end, teachers can add lessons as well as change the sequence of the lessons.

- **English 6 (Core. College-Preparatory)**
  English 6 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills to practice unearthing and explaining textual meaning, sequencing of plot events, central ideas, and author's point of view. A key focus is on students developing the skills of backing their analyses and claims with textual evidence. As they develop their writing skills and craft claims, students hone their skills of explaining connections between claims and using precise vocabulary to explore the topic. To further develop their listening and speaking skills, students also practice citing evidence in classroom discussions and convey understanding of diverse perspectives by reflecting back communication. English 6 also supports all students with continued English language development in stylistics (*e.g.* switching up sentence patterns) and figurative language.

- **English 7 (Core. College-Preparatory)**
  The English 7 course focuses on deepening students' reading, writing, speaking, and critical thinking skills, especially citing textual evidence, analyzing literature components (theme, plot sequencing, author's development of point of view) by studying literary and non-fictional texts and by producing written and oral responses to those texts. Students consider, analyze, and compare more than one interpretation of a text – be that multiple central ideas, variations in how content is expressed based on media type, and how several authors explore the same topic in their writing. Students will also continue developing their command and analysis of English language grammar and usage conventions, such as the function of clauses in a sentence, the deliberate use of sentence type to convey differences and similarities among ideas, and appropriate and effective diction.

- **English 8 (Core. College-Preparatory)**
  English 8 builds on the foundation established in English 6 and 7 of reading, writing, speaking, and critical thinking skills. By studying literary and non-fictional texts, students explore how

certain dialogue or narrative occurrences moves the story forward, analyze differences in points of view of characters, identify and analyze allusions to traditional written works, and evaluate the effectiveness of textual claims. In their own creative writing, students practice applying narrative techniques (e.g. dialogue, description), use of transition statements or words, and experiment with word choice that are precise, relevant, and/or sensory.

DESIGNATED ELD (CORE)

The English Learner population at LALA middle school includes students with a variety of home languages, including Spanish, Vietnamese, Mandarin and other Chinese dialects. The English Language Development program implements both the English Language Development Standards and uses the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework) as a guidance to incorporate the content standards in the ELD course. The Charter School's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that English Learners are fully supported as they develop an understanding of the content through informational text and literary information."

The Charter School's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework by having English Learners engage in the following challenging academic activities while simultaneously developing proficiency in advanced English:

- Participate in sustained dialogue on a variety of topics and content areas
- Explain their thinking and building on others' ideas
- Construct arguments and justify their positions persuasively with sound evidence
- effectively produce written and oral texts in a variety of informational literary text types.

English Learner students, like their English-fluent counterparts, are expected to gain progress in each of the language domains--listening, speaking, reading, and writing. LALA has created a Master Plan for English Learners based on state and federal standards and designed to guide the structure of academic programs and the delivery of instruction for the ongoing development and assessment of English learners' language skills. The site Principal and teachers directly monitor English Learner progress alongside their classroom teacher through formal and informal assessments, including grades, standardized test scores, classroom assessments, teacher observations, and discussions with the students' parents/guardians.

The ELD program is intended to imbed ELA content standards to provide support through integrated strategies, to all English Learners, during their ELA class period. In this class, the state-adopted ELA/ELD Framework and standards are the basis for instruction. As mentioned above, teachers use the approved curriculum, California Study Sync, along with designated and integrated strategies to help students meet standards by:

- Providing a comprehensive core ELA/ELD curriculum covering 180 days of instruction.
- Providing a digital library of text varying in range, level, and complexity including standards-aligned fiction and non-fiction text.
- Providing differentiation tools for teachers.
- Providing a web-based curriculum for easy access.
- Providing opportunities for students to collaborate and promote literary discussions.
- Providing lessons requiring close reading of texts and follow-up writing opportunities.
- Providing real-world topics that challenge students to read, write and share ideas with peers.

Teachers design lessons using Specially Designed Academic Instruction in English ("SDAIE") strategies to meet the needs of English Learner students. The key strategies include:

- Placing emphasis on developing content knowledge in English.
- Using English as the dominant language during instruction.
- Front-loading key English vocabulary.
- Scaffolding abstract ideas and concepts.

During the Universal Access ("UA") period, ELD students take a designated English Language Development class instead of the UA class. This class is a multi-level class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. *McGraw Hill Education: California Study Sync* is used as the foundation curriculum, but the structure and direction of the class is differentiated significantly based on individual students' needs. For example, during this period, students with skills ranging among all three instructional proficiency levels (emerging, expanding and bridging) might be in the classroom. Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress.

The ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group engages in personalized online instruction (*i-Ready*) to target specific skills. Yet another group works on independent literacy with activities (such as creation of presentations) related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by:

- Reading aloud and engaging in dialogue with others (collaborative);
- Reading, comprehending, and analyzing written and spoken texts (interpretive);
- Creating and engaging in oral/written presentation activities (productive).

MATHEMATICS CURRICULUM (CORE)

LALA believes that 21st century skills include the ability to ask and answer questions, test ideas, show proof, measure and represent information, and express ideas clearly and effectively (see Goals and Philosophy portion of Petition for Renewal). Mathematics is a natural discipline in which to practice these and other problem-solving and critical-thinking skills. For example, to develop problem-solving skills, students must think about the processes involved, not just about whether the answer is correct. To develop critical-thinking skills, students must be able to apply learning from one context to another. Therefore, mathematics instruction at Los Angeles Leadership Academy Middle School is focused on fully developing the Common Core State Standards for Mathematics and Mathematical Practices in grades 6-8.

The middle school has adopted *Reveal Math* as the curricular Mathematics Program. Reveal Math is a research-based core Math program that deepens conceptual understanding by incorporating both, inquiry-focused and teacher-guided instructional strategies within each lesson. Teachers begin every

lesson with a “Be Curious” sense making activity. The program offers teachers two instructional options to explore and develop the Math content. Teachers incorporate the “Three Reads” strategy to support students make meaning of word problems. A balanced approach is taken to Math instruction that encompasses both, student-centered and teacher-facilitated instructional activities.

The core Math curriculum is supplemented with i-Ready, a program with online Math lessons that personalizes instruction for each student based on a diagnostic assessment. Students receive instruction in the areas where they need the most support. On their end, Teachers can add lessons as well as change the sequence of the lessons.

- **Math 6 (Core. College-Preparatory)**
  The Math 6 course focuses on statistics, factors and multiples, representations of ratios, fractions, and percentages, division, expressions and equations, areas and volume, and the number line and coordinate plane. Students explore ratio, fraction, and percentage representations and apply those to solve problems. They also use their skills and knowledge of arithmetic and apply those to algebraic expressions, understanding the concept behind and solving one-variable equations using the four operations.

- **Math 7 (Core. College-Preparatory)**
  The Math 7 course includes a focus on probability, statistical sampling, percent and scale, expressions, equations and inequalities, plane and solid figures, and length, area, and volume. Students build on their mastery of fractional operations and apply the four operations to rational numbers. They solve real-world and mathematical problems by understanding and applying proportional relationships, and using numerical and algebraic expressions and equations.

- **Math 8 (Core. College-Preparatory)**
  Math 8 builds on the foundation established in Math 6 and 7. The course focuses on planes and solid figures, real numbers, algebra of exponents and roots, functions, equations and systems, congruence and similarity, and bivariate data. Students explore how proportional relationships, lines, and linear equations are linked. They examine and find solutions to linear equations, as well as pairs of such equations. Students also assess a variety of functions, ultimately, applying functions to demonstrate relationships between numbers.

HISTORY SOCIAL-SCIENCE CURRICULUM (CORE)

In order to develop global citizens and agents of change, it is important for LALA students to develop a strong sense of historical, social, economic, and political trends which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students’ understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools.

Teachers in grades 6-8 use *History Alive!* as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. *History Alive!* is an online program that teachers use as a resource to plan lessons.

- **History/Social Science 6 (Core. College-Preparatory)**
  In this course, students examine the history and progress of ancient major Western and non-Western civilizations, including those of Africa, Greece, Rome, India, China, and the Near East. The course focuses on the role of geography in shaping the development of ancient civilizations, notable accomplishments and contributions that continue to have an impact on modern civilization, and comparisons in how people lived their lives from region to region. We apply a social, economic, political, and belief lens to exploring how people of the time advanced their societies. As they learn about different civilizations, students analyze big questions, such as the reason(s) why ancient civilizations advanced and/or declined in particular ways. They also investigate cross-cultural interactions from the time, connecting patterns to later civilizations and the modern world.

- **History/Social Science 7 (Core. College-Preparatory)**
  In this course, students investigate world history in Europe, Africa, and Asia in A.D. 500 - 1789. The course emphasizes social, cultural, and technological evolutions, such as increasing cross-civilization economic partnerships and cross-influences in ideologies, systems of belief, technology, and consumer goods. Topics include the Age of Enlightenment, natural rights, divine right, and the Scientific Revolution. The course also covers how archaeologists and historians have been able to piece together the story of the covered period and regions. As with History/Social Science 7, an aspect of the course is to draw connections between the historical events they study to those of contemporary times.

- **History/Social Science 8 (Core. College-Preparatory)**
  In this course, students explore United States history and geography during the period of the Constitution's formation through World War 1. The beginning of the course lays the groundwork of early United States history by exploring how past significant events, ideas, and political structures influenced how the nation was founded, especially the Constitution and resulting governmental structures that were implemented. A sample of course topics include: the influence of geographical variables' on the development of the United States prior to the Civil War, slavery's impact on the country's economic structures, the impact of U.S. policies on Native Americans, Manifest Destiny, Reconstruction, and industrialization and immigration after the Civil War. Consistent with History/Social Science 6 and 7, students explore how the past informs the present, for example, how the Industrial Revolution shapes the socio-economic conditions of today.

SCIENCE (CORE)

LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science, as required by the Next Generation Science Standards.

Middle School is currently using Inspire Science, a state-approved curriculum that addresses NGSS Standards, a program that provides an in-depth, collaborative, and project-based learning experience.

By exposing students to inquiry-based and hands-on investigations, teachers help students to construct explanations and/or design solutions. Each unit is designed around a real-world problem and from an inquiry-based stance. In addition, both the program and teachers integrate literacy and math skills. This helps students not only meet Science standards, while reinforcing Common Core literacy and math requirements.

Additionally, we utilize IlluMinds. illuMINDS partners with schools to offer dynamic STEM education programs for children ages 4-14. They specialize in bringing quality Science, Technology, Engineering, Art, and Math curriculum to kids through fun and engaging lessons. STEM concepts are introduced to children through project-based and hands-on activities. The goal of IlluMinds is to motivate kids to learn about science and engineering in different ways while helping them build solid life skills and self-confidence. They seek to inspire students by allowing them to explore various STEM disciplines that lead to possible career paths.[128]

In Science class, students are presented with daily activities that help them explore and ask questions about the world around them, as well as be active in making good changes. The course is designed for students to think and ask questions like scientists in the real world, while engaging in hands-on labs.

As a faculty, we are committed to engaging all of our students in Science-based innovative projects. Each year, the STEM Lead Teacher plans and oversees a school-wide Science Fair. Every student is expected to participate and receive a grade in English, Math, and Science class to ensure that this is a cross-curricular project. Projects are initially presented and compete within their advisory class (cohort) with the top 3 from each class competing within their grade level. From there, the top three are selected to participate in the final round.

Projects such as these increase engagement and relevance for our students while allowing them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support English Learners and struggling students by presenting content visually, orally, and kinesthetically; and utilizing inquiry-based laboratory investigations to develop content knowledge and allow high-achieving students to extend their learning.

- **Science 6 (Core. College-Preparatory)**
  Science 6 integrates physics, chemistry, earth science, astronomy, and biology. Students start by exploring the properties of Earth and life on the planet. In the second half of the course, they then begin to build an understanding of matter and energy. Students are active participants in learning, for example, by modeling scientific phenomena, collecting data to build evidence, and/or establishing claims based on evidence and scientific reasoning.

- **Science 7 (Core. College-Preparatory)**
  Science 7 integrates physics, chemistry, earth science, astronomy, and biology. Topics include interactions of matter, understanding the universe, geology, ecology, and heredity and human body systems. Students build on their practices from Science 6 in gathering data to build evidence, creating models and designing projects to better understand scientific phenomena or test them, and/or establishing claims based on evidence and scientific reasoning.

[128] https://www.illuminds.com

- **Science 8 (Core. College-Preparatory)**
  Science 8 integrates physics, chemistry, earth science, astronomy, and biology. Topics include biodiversity, the history of the Earth, and ecosystems. Building on the foundation of Science 6 and 7, students' application of scientific methods expand to include analyzing and interpreting more complex data and using mathematical representations to support their explanations.

PHYSICAL EDUCATION (CORE)

This dynamic and engaging course is designed to promote physical fitness, healthy habits, and teamwork while aligning with the California Physical Education Content Standards. Throughout the year, students will participate in a variety of activities that encourage lifelong fitness and well-being.

Course Objectives:

- **Skill Development**: Students will learn and refine fundamental motor skills and movement patterns in a variety of activities, including but not limited to team sports, individual sports, fitness activities, and recreational games.

- **Physical Fitness**: Emphasis will be placed on the importance of physical fitness, including cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students will engage in regular assessments and activities that promote personal fitness levels.

- **Knowledge of Healthy Living**: Students will gain an understanding of the principles of nutrition, healthy lifestyle choices, and the benefits of physical activity. Discussions will cover topics such as goal setting for fitness and the importance of mental health.

- **Teamwork and Sportsmanship**: Through numerous group activities and team sports, students will develop teamwork skills, learn the value of cooperation, and demonstrate good sportsmanship. Students will practice respect and acceptance of diverse abilities and backgrounds.

- **Personal and Social Responsibility**: Students will be encouraged to take responsibility for their own participation and progress in physical activities. They will also learn to establish personal fitness goals and reflect on their achievements throughout the year.

- **Lifelong Fitness**: The course will emphasize the importance of physical activity beyond school. Students will explore various physical activities and sports available in their communities, laying the groundwork for a healthy and active lifestyle.

Assessment Methods: Students will be assessed through participation, skill demonstrations, fitness assessments, reflections on personal progress, and projects related to health and fitness topics.

UNIVERSAL ACCESS PERIOD/ELECTIVE PERIOD (NON – CORE)

The Universal Access period is designed to provide support and enrichment for students in multiple ways. During each week, the students receive either Math or English support/ enrichment through i-Ready. This program provides individualized support to students in targeted skills. During the class, the teacher implements a blended learning model in which some students are engaged in i-Ready lessons while a small group of students receives support from the teacher in either Math or English. The

teacher meets with each student at least once a week to review their progress with the i-Ready lessons, set individual goals and discuss next steps.

Since the program is adaptive based on student performance on their assessment, continuous review of progress is mandatory by the teacher as well as continuous evaluation of individual goals.

ELECTIVES (NON-CORE)

Los Angeles Leadership Academy Middle School offers an elective period that is embedded in the regular day bell schedule. The elective class gives students the opportunity to engage in cooperative learning skills as well as additional learning strategies while engaging in hands-on learning about high-interest topics such as Culinary Arts, Robotics, Spanish, Music Technology, and Visual Arts. Each elective class is offered for 10 weeks so that all students have access to all the elective courses offered that school year. Project-based learning and real-world experiences are the foci for elective courses. Teachers guide students to work towards a culminating project thus expanding the format in which students can demonstrate their learning.

Spanish

The middle school elective Spanish course is designed to immerse students in the Spanish language while emphasizing the three pillars of bilingual education: language proficiency, cultural competence, and academic achievement. This engaging, project-based learning environment encourages students to collaborate, create, and connect as they explore the richness of the Spanish-speaking world.

Throughout the course, students will embark on hands-on projects that promote real-world language application and foster cooperative learning. By working together, students will practice their speaking, listening, reading, and writing skills in meaningful contexts, developing their ability to communicate effectively in Spanish across various situations.

Key Components

- **Language Proficiency:** Students will engage in interactive activities and projects that reinforce vocabulary, grammar, and conversational skills. From storytelling and skits to digital media presentations, they will gain confidence in using Spanish as an everyday language.
- **Cultural Competence:** Through exploration of diverse Spanish-speaking cultures, students will gain a deeper understanding of traditions, art, music, and current events. Guest speakers, virtual field trips, and cultural celebrations will enhance their appreciation for the global community and the significance of cultural identity.
- **Academic Achievement:** Each project will align with interdisciplinary themes, allowing students to make connections between Spanish and other subjects such as history, science, and the arts. Collaborative research projects, presentations, and creative assignments will encourage critical thinking and problem-solving skills.

By the end of the course, students will not only have a solid foundation in the Spanish language but will also possess the tools to engage responsibly and respectfully as global citizens.

Middle School Culinary Arts Class, "Cooking Around the World"!

Students explore global cuisines by preparing a wide variety of delicious recipes each week, ranging from appetizers to entrees, snacks, desserts, and more!

Through hands-on cooking experiences, students will not only learn how to create flavorful dishes but also delve into the fascinating cultures behind each cuisine. Students discuss important topics like nutrition, helping to develop healthy eating habits, and understanding the role of food in different cultures.

This class emphasizes teamwork and cooperation skills, as students work together in the kitchen to create their culinary masterpieces. Additionally, the class covers dining etiquette, ensuring that students feel confident during mealtime, whether at home or in a restaurant setting.

Visual Arts

The Visual Arts class that intertwines the principles of art with the essential theme of mental wellness. This course invites students to explore their emotions, creativity, and self-expression through a variety of artistic mediums while aligning with the California Visual Arts Standards.

Throughout the course, students engage in hands-on projects that foster a deep understanding of concepts such as color theory, composition, and texture, while also promoting practices for mental health and emotional resilience. Each unit will focus on different aspects of mental wellness, encouraging students to reflect on their feelings and experiences as they create.

Key topics will include:

- **Mindful Art Making:** Students will learn techniques for being present in the moment while creating, using art as a form of meditation and self-care.
- **Expressive Techniques:** Through painting, drawing, collage, and sculpture, students will explore how to express their emotions and thoughts visually, fostering a dialogue between their inner experiences and their art.
- **Art and Community:** Students will collaborate on projects that highlight the importance of connection, empathy, and understanding within their peer community.
- **Art as Storytelling:** Each student will develop a personal narrative through their artwork, learning to communicate their thoughts and feelings effectively.

By the end of the course, students will have developed not only their artistic skills but also an appreciation for how visual arts can serve as a powerful tool for self-expression and mental wellness. They create a portfolio showcasing their work, complete with reflections on their artistic process and its connection to their personal growth.

Robotics

In this course, students will combine creativity, technology, and environmental awareness! This hands-on course is designed for budding engineers and thinkers eager to explore the incredible world of robotics while gaining a deep understanding of renewable energy sources such as wind, solar, and water.

Throughout the course, students will engage in dynamic project-based learning activities that align with The Common Core Mathematics Standards and the Next Generation Science Standards. By working in

collaborative teams, learners will design, build, and program various robotic systems, including windmills, solar boats, and hydro-cars, that harness the power of alternative energy.

Key Learning Objectives:

- **Mathematics Application**: Use mathematical concepts such as measurement, geometry, and data analysis to design and optimize robotic prototypes. Students will calculate power output, analyze performance metrics, and apply algorithms in programming their creations.
- **Engineering Practice**: Follow the Engineering Design Process to identify problems, brainstorm solutions, prototype models, test designs, and iterate based on feedback. This approach encourages critical thinking and creativity as students grapple with real-world challenges.
- **Scientific Inquiry**: Investigate the principles of renewable energy, including the physics of wind turbines, the mechanics of solar power, and the dynamics of water propulsion. Students will learn through experiments to understand energy transformation and the environmental impact of various energy sources.
- **Team Collaboration**: Develop teamwork and communication skills as students work in groups to share ideas, assign roles, and present their projects. Engaging in peer reviews will also help students learn to give and receive constructive feedback.

By the end of the course, students will not only have a solid foundation in robotics and engineering design but will also be empowered to advocate for sustainable energy practices in their communities.

Music Technology

This course is designed for middle school students to explore music, creativity, and storytelling. It provides a hands-on exploration of how to create compelling music scores for film and multimedia projects.

Throughout the course, students will learn the fundamentals of music composition and arrangement using industry-standard software and tools. They will develop skills in melody writing, harmonization, rhythm creation, and sound design, all while understanding the crucial role that music plays in enhancing the emotional impact of visual storytelling.

Students will engage in collaborative projects, where they will work in teams to score short films and video clips, experimenting with different styles and genres to find the perfect sound to match their visuals. Through guided listening sessions, they will analyze famous film scores, gaining insights into the techniques used by professional composers.

By the end of the course, students will have a portfolio of original compositions, a solid understanding of the music production process, and the confidence to express themselves creatively as they learn to tell stories through sound.

HIGH SCHOOL

LALA offers courses that meet the UC/CSU A-G subject requirements and are approved by the University of California for ninth through twelfth grades.

In accordance with Education Code Section 51225.3, high school students at the Charter School will take an ethnic studies course that counts as a graduation requirement. Students graduating in 2029-30 must

complete a one-semester course in ethnic studies, and the Charter School may elect to require a full-year course in ethnic studies. In 2025-26, the Charter School shall offer at least a one-semester course in ethnic studies.

ENGLISH LANGUAGE ARTS (CORE, COLLEGE PREPARATORY)

The English Language Arts curriculum is a broad survey of literature and rhetoric, including fiction and nonfiction texts, visual texts, films, documentaries, radio interviews, and art in various forms. All courses focus on developing critical reading and thinking skills and require students to generate evidence-based answers to questions, especially during discussion and when writing essays. Teachers use interactive discussions (whole class, small groups, Socratic seminars) and vocabulary development to tackle difficult texts and provide background research as introduction to new topics. In addition, teachers collaborate within the department and across the grade levels to create challenging curriculum with similar expectations for all students. To ensure equity and access, the curriculum is differentiated according to students' needs. The English curriculum consists of various levels of classes (college-preparatory, Honors, or AP) to address a variety of needs. Further, teachers take the time to get to know students on an individual basis in order to determine their specific learning needs. This is done in various ways. For example, teachers may hold individual conferences as the rest of the class is engaged in independent work or during office hours. Additionally, teachers analyze students' written work, such as essays and short answers, which reflects both writing and reading comprehension skills. The curriculum offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as to foster a sense of understanding and respect for cultural differences. Acknowledging and examining varied cultural points of view reflects not only the goals of the California Common Core State Standards but LALA's mission as well.

Teachers often help students create learning tools to supplement the curriculum and to enhance both teaching and learning. One example is an individualized vocabulary notebook in which the student records a word that they do not know and then provides the definition of the word and quotation of the author's sentence to show context. To complete the entry, the student uses the word in their own sentence emulating the author's style. Research demonstrates that students retain vocabulary learned in context and not in isolation from a list, so this activity is designed to optimize vocabulary development. In addition, this exercise improves students' writing as they analyze and emulate the writing styles of various professional authors. Another such tool is the dialectical journal in which students select lines from their reading material and explain and interpret those lines in a journal format. The dialectical journal is an effective formative assessment for both reading comprehension and critical thinking because it requires comprehension of text, reflection, and description of insights or understandings gleaned from the text. In addition to dialectical journals, teachers utilize various forms of assessment, both formative and summative. Assessments include but are not limited to writings (essays, short answers, research papers); tests and quizzes; small group and whole class discussions including Socratic seminars; research projects, unit culminating projects; presentations; and benchmark and standardized assessments.

Teachers utilize technology regularly to support student needs. Teachers have access to document readers and projectors, and students have 1:1 access to laptops. The English Language Arts curriculum, *StudySync*, is a blended curriculum that allows teachers to individualize student learning tasks by combining face-to-face instruction with online learning activities. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with students' everyday experience with the world. StudySync is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards- based assessments. In addition, teachers are transitioning to online classroom

platforms such as Edmodo and Google Classroom to provide students with access to a variety of resources and enable students to submit assignments and participate in online discussion and collaboration opportunities. Through use of technology, students also gain access to additional resources such as Acellus and Khan Academy. Besides one-to-one access in the classroom, the library provides computer and Internet access to all students.

Beginning in 9th grade, students are prepared for the highest level of English course offered at LALA. All English Language Arts classes emphasize critical reading and analytical writing, using textual evidence to support claims and interpretations. All students write at least six to eight full-length (four to six paragraph) essays per year in MLA format. Using a format designed to align to California State Common Core Standards, essays contain a thesis statement supported by relevant, sufficient textual evidence, facts, or definitions as applicable. Additionally, students write reflections on literature they have read, write creative pieces, and conduct research, synthesizing information and evidence from a multitude of sources including newspapers, documentaries, and primary and secondary sources. Finally, students meet the CCSS for listening and speaking through collaborative discussion, oral presentation of information/ideas, and thoughtful evaluation of speakers' premises, evidence, and use of rhetoric and reasoning.

Courses currently offered include:

- English 9
- English 10
- Honors English 10
- English 11
- English 12
- AP English Language and Composition
- AP English Literature and Composition
- Academic English (Designated ELD)
- Leadership: Social and Civic

Intervention and enrichment programs include:

- Working skills-based modules from *Study Sync* for enrichment, intervention, and ELD instruction;
- providing enrichment opportunities through additional literature courses such as Women's Literature, Intro to Social Activism, LGBTQ studies, and Farming for Social Justice (ref. "History-Social Science" section below);
- providing Law classes from Mission College, and the concurrent enrollment program;
- engaging students in writing competitions such as Skipping Stones, Scholastic Writing Awards, Bennington Young Writers Awards, and the Claremont Review Writing Contest;
- interesting students in submitting writing for publication in periodicals such as *Teen Ink*, *The Blue Pencil*, *Canvas*, *Cicada*, *Figment*, and *Polyphony HS*; and
- organizing internship opportunities within the community and online which focus on writing and its development

ENGLISH LANGUAGE ARTS -- COURSE DESCRIPTIONS

- **English 9 (Core/College Preparatory)**. English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and supportive scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diverse range of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the California Common Core State Standards for English Language Arts. **Curriculum**: StudySync

- **English 10 (Core/College Preparatory)**. The ELA 10 course focuses on the improvement of students' reading, writing, speaking, and critical thinking skills by studying literary and non-fictional texts and by producing written and oral responses to those texts. The students will also continue developing their research and computer skills from ELA 9. Developing and improving these skills by studying various texts will provide opportunities for expressing original thoughts and applying intellectual autonomy. **Curriculum:** StudySync

- **English 10 Honors (Core/College Preparatory).** The Honors English 10 course will build upon and extend the analytical reading and writing skills that students learned in their English 9 class. Through readings, written compositions, and inquiry-based class discussions, students will explore the themes of identity, culture, and power both as reflected in literature and in their own lives. Students will also be able to present sophisticated oral and written arguments and will enhance their research and presentation skills.

  Honors English 10 is an Honors course designed to provide a survey of literature while fostering the critical thinking, reading, and writing skills expected of students on the path to college-level rigor. The four major texts introduce students to a variety of genres and literary periods, ranging from the 1500s to the 20th century. The writing expected at this level increases in complexity. Students build upon skills already established in the lower grades with the Toulmin model and broaden their repertoire, including writing to understand, writing to explain, writing to persuade, and writing to evaluate. In English 10, students work on developing a more academic tone and more confident voice. In class, Socratic seminars, class activities, and annotating techniques will help students develop an awareness of a text's language, symbolism, imagery, figurative language, and tone. Through these practices, the writing created in this course will reflect a more sophisticated understanding and interpretation of the reading. Students will understand the basics of research and presentation. They will value evidence and demonstrate independence in their writing tasks and use technology for research

and presentations. They will be able to understand the ethical demands of academic life and will improve upon their ability to defend their own arguments while cooperatively listening to (and learning from) opposing ideas. **Curriculum:** StudySync

English 11 (Core/College Preparatory). The 11th grade English course integrates American literature and the composing skills needed for expository, reflective, narrative and persuasive essays. Students approach texts with a critical posture, attempting to determine the underlying assumptions and societal values presented in American literary works and discover the connections between historical events and movements/trends in literature. Oral discussion, written composition, and participation in research projects are integral parts of the course. The course may follow a chronological development of literary movements or a thematic arrangement that surveys a wide range of works by American writers. The representative readings include both digital and paper bound written for both a narrow and broad audience. For 11th grade characteristically 30 percent of literacy comes from non-fiction/literary (stories, drama, poetry) In addition, 70 percent typically comes from informational text which includes the subgenres of argument, functional text in the form of personal essays, exposition, speeches, opinion pieces, essays about literature, memoirs and biographies. There are also technical "how to text" journalism pieces, scientific, and historical/economic accounts. **Curriculum:** StudySync

- **English 12 (Core/College Preparatory)**. English 12 provides students with a wide-range of reading selections, including classics and modern texts, as well writing activities that address both academic and real-world tasks. Throughout the course, students engage with major works of literature that challenge them to read critically, synthesize material in both an academic and personal way, as well as evaluate the importance of each literary selection against its thematic and historical elements. While units are thematically focused, concepts studied build upon one another throughout the course allowing students to practice and apply knowledge repeatedly, ensuring success. Lessons also require students to write in a variety of formal and informal formats, working through the recursive writing process, and demonstrating their understanding of reading material and lesson concepts. The course also requires students to demonstrate speaking and listening skills in a variety of contexts. **Curriculum:** StudySync

- **AP English Language and Composition (Core/College Preparatory)**. The AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

  An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. **Curriculum:** AP College Board

- **AP English Literature and Composition (Core/College Preparatory)**. AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

  The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Curriculum:** AP College Board.

- **Leadership: Social and Civic (Non-core/College preparatory)**. This is a is a project-based course aimed at increasing students' leadership capabilities through social and civic service. Through the planning and execution of numerous school events, students will discover how to best effect positive change in their school communities and improve themselves. Students will read and study about the nature of leadership and how it affects society and their role as civic leaders. Students will write and speak critically, reflectively, and persuasively about real world issues. They will problem solve ways to improve their community through positive leadership, self-awareness and the creation of their progress through projects and a cumulative portfolio. **Curriculum:** Teacher-developed curriculum according to State Standards.

ENGLISH LANGUAGE DEVELOPMENT

The ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework including, among other things, reading and interpreting a variety of texts; understanding the dynamic nature of language in making meaning; utilizing text structure, organization and other text features in making meaning; contributing meaningfully to class discussion; demonstrating knowledge of content in various modes; and developing proficiency in shifting registers based on task, purpose and audience.

Designated ELD - Core

During the elective period, ELD students take a designated ELD class instead of an elective. This class is a multi-level class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. The blended English Language Arts curriculum *Study Sync* is used as the foundation curriculum and *English 3D* is an additional resource, but the structure and direction of the class is differentiated significantly based on individual students' needs.

Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress. The Designated ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group uses computer language instruction (Rosetta Stone) for verbal, writing, reading, and listening skills. Yet another group works on independent literacy with activities (such as creation of presentations) related

to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by:

- Reading aloud and engaging in dialogue with others (collaborative)
- Reading, comprehending, and analyzing written and spoken texts (interpretive)
- Creating and engaging in oral/written presentation activities (productive)

As detailed above in the initial data analysis/renewal criteria section, given an influx of Newcomer ELs and recognition of the significant needs these students have upon entering the U.S., LALA expanded our existing after-school program, with a special emphasis on assisting students who are new to the country and possess limited English proficiency. This initiative was designed to immerse them in the English language through an engaging and supportive learning environment. The program focuses on developing essential language skills, including reading, writing, and oral communication. Key strategies include:

- Targeted Tutoring Sessions: Students engage in structured activities aimed at improving their English proficiency. These sessions include practical exercises that encourage students to read, write, and speak in English.
- Vocabulary Expansion: Utilizing site-words and phonetic pronunciation cards, the program places a strong emphasis on expanding students' vocabulary. This approach is instrumental in building a solid foundation for language acquisition.
- Academic Integration: The program encourages ELs to take academic risks by actively participating in classroom discussions and engaging with their peers on the school yard. This integration fosters a sense of belonging and contributes to their overall language development.

ELD -- Course Description

- **Academic English (Core/College Preparatory)**. This course is designed for English Learners at the earliest stages of English Language Development. Students are placed in this course if they score 10 Lexile to 640 Lexile on the district English Learner Placement Matrix and have limited to no functional receptive and productive English skills on the State Approved English Language Development assessment. The course will provide students with Designated English Language Development and access to the Core Curriculum. The purpose of this course is to develop English Language Development skills and move students from the Emerging level to the Expanding level on the English Language Development Continuum according to the California English Language Development Framework. The course will provide students with protected Designated English Language Development and access to the Core Curriculum.

Mathematics (Core, College Preparatory)

The CCSS emphasizes development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. In addition, teachers design and create literacy-rich environments in math classes by incorporating tasks and quarterly projects with language arts components including discussion, oral presentation, and reading and written communication of mathematical knowledge/reasoning. All material taught in math classes directly addresses one or more of the CCSS for mathematics and mathematical practice. Teachers in the math department are currently creating

projects that directly align to these standards and enable students to actively apply the material they are learning to real- life or realistic settings to further reinforce these concepts and enhance their relevance. Informal assessments are used frequently to analyze student learning and to adjust teaching accordingly.

Additionally, technology (document cameras, scientific or graphing calculators, Smart Boards) is used to enhance student engagement and motivation. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests.

The math department collaborates and utilizes internal assessments and standardized test results (NWEA MAP, CAASPP, AP exams, etc.) to inform instruction and develop learning activities. To address the needs of all students, there are many unique programs and supports available. For example, in addition to oral reminders, written notes, outlines, diagrams, and other handouts (paper or electronic), use of translation devices (electronic or paper) is encouraged for English Learners with limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards. Paraprofessionals are also available to support students in math, especially EL and SPED students.

The math department also offers enrichment opportunities for Gifted and Talented students. In addition to access to enrichment through the adaptive, blended curriculum, AP courses, and dual enrollment opportunities at the local community colleges, LALA competes with other schools in math contests through the California Mathematics League ("CAML") and the American Scholastic Mathematics Association ("ASMA").

Additional supports for students include access to free educational learning software and online programs such as Khan Academy and YouTube; access to school-owned graphing calculators and other resources necessary to complete math tasks; and fee waivers for AP exams. Paraprofessionals are also available during math classes and intervention classes to provide support.

Current courses offered include:

- Integrated Math 1
- Integrated Math 2
- Integrated Math 3
- Statistics
- AP Pre-calculus
- Financial Math

Teachers obtain access to instructional materials through the department chairpersons. Many teachers find supplemental material through their own research and through professional conferences such as the CMC South Conference in Palm Springs or through topic specific AP by the Sea summer institutes at the University of San Diego.

MATHEMATICS -- COURSE DESCRIPTIONS

- **Integrated Math 1 (Core/College Preparatory).** Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most

of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

The purpose of Integrated Math 1 is for students to develop basic understanding of functions, especially linear functions and equations and to work with geometric transformations to understand congruence and properties of geometric figures. This course also has students learn how to represent and interpret categorical and quantitative data and use the modeling process for algebraic and geometric models.

With the first half of the course focusing on algebra and function concepts, students see structure in expressions, create equations to describe numbers and relationships, and reason with equations and inequalities. They explain the real number system as including rational and irrational numbers and use the properties of rational exponents. Students consider units when they reason about quantities. They learn to interpret, build and compare functions, especially distinguishing linear functions from non-linear functions.

With the second half of the course focusing on geometric and statistical concepts, students learn to recognize precise definitions and to make geometric constructs. They learn about congruence using rigid motions and modeling real-world situations with geometry. Students also learn how to interpret categorical and quantitative data using representations and measures of center, variation, and descriptions of the shape of the data. **Curriculum:** McGraw Hill Reveal Math Integrated 1

- **Integrated Math 2 (Core/College Preparatory).** Common Core Integrated Mathematics 2 continues a three year sequence of courses (CC IM1, CC IM2 and CC IM3) started with Common Core Integrated Mathematics 1 that are designed to align to the California Common Core State Standards for Mathematics. At the conclusion of the three course sequence, students will be prepared to take Pre-Calculus.

  In CC Integrated Mathematics 2, students will solve problems that have real-world context that involve an introduction to proofs, congruency, line and angle properties, transformations, trigonometry, quadratics, real and imaginary number systems, inverse functions and probability. The adopted textbook is very context and real-world problem driven; nearly all sections are motivated and taught through a real-life situation or simulation and mathematics is used to model, investigate and solve the problem presented.

  CC Integrated Mathematics 2 integrates the Standards of Mathematical Practice in the instruction and assessment of students. Students will be expected to interpret multiple representations of information such as connecting the components of the equation, graph and table representations and how each component is present in the other representations. Rationalization and justification of their work will be required in the course, as well as critiquing the work of others to look for errors or supporting their arguments. Students will communicate their understanding of the curriculum through writing in the course and verbally with classmates and with the teacher. There is a focus on classroom discourse as a tool in to deepen their understanding of the material. Teachers will use higher level questioning strategies in class to

ensure their students are engaging with material on a rigorous level so students understand what they are doing and why they are doing it as opposed to simply repetition of algorithms to solve problems. **Curriculum:** McGraw Hill Reveal Math Integrated 2

- **Integrated Math 3 AB (Core/College Preparatory).** Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. In this course, students will explore and analyze polynomial, exponential, logarithmic, radical, rational, and trigonometric functions using appropriate tools (e.g. Fundamental Theorem of Algebra, properties of exponents, function transformations, etc.) and technology (e.g. graphing calculators, spreadsheets, online resources, etc.). Students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of measurement in two- and three-dimensions with geometric modeling and application. Throughout the course, students will read proficiently to gather, analyze and evaluate information, use technology appropriately to solve problems, model real-world phenomena by writing, graphing, and analyzing functions, use reasoning to make, justify, and critique conclusions, and develop the habits of mind for persistent problem solving.

  Upon completion of the course, students will have mastery in all of the topics and skills listed above and will have further developed skills in reasoning, argument, multimedia communication, and computational fluency. **Curriculum:** McGraw Hill Reveal Math Integrated 3

- **Statistics (Non-core/College Preparatory).** This is an introductory course in statistics that emphasizes statistical thinking. The focus is on statistical ideas and reasoning and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment, as well as decision-making in everyday life. This course enables all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; understand and apply basic concepts of probability. This course is designed to be accessible for those students who understand their need for additional mathematics education, but who do not feel prepared for AP Statistics, Precalculus, or Calculus. Successful completion of this course will prepare students to succeed in college-level statistics. The use of a graphing calculator with statistics capabilities is required for this course. The TI-84+ or TI-Nspire calculators are recommended.

- **AP Pre-Calculus (Non-core/College Preparatory).** AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

  AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics,

biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses.

Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values— the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts. **Curriculum:** *PreCalculus: Graphical, Numerical, Algebraic* (10th Edition) published by the Savvas Learning Company.

- **Financial Math (Non-core/College Preparatory).** Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions). **Curriculum:** McGraw Hill, *Math for Business and Finance: An Algebraic Approach, 2nd Edition.*

HISTORY-SOCIAL SCIENCE (CORE, COLLEGE PREPARATORY)

The Social Sciences Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progress over time. Students are exposed to a variety of philosophies and cultures with the aim of developing global awareness. The department's goal is to prepare students to critically analyze topics that might be viewed differently from a historical perspective and from a social perspective. Analyzing concepts through the lenses of cause and effect and change over time develops independent thinking rather than rote memorization and prepares students to think about how

information or identification of patterns/trends from the past informs and transforms the actions and thoughts of those in the present. Social justice and leadership, the core components of our school mission, are deeply entrenched in the social science courses as problem-based learning tasks include past and current community issues, allowing students the opportunity to participate as activists and agents of change.

The department collaborates to create a variety of project-based learning assignments, using Depth of Knowledge ("DOK") levels to assure that students are offered opportunities to learn deeply and broadly. Additionally, teachers use Kaplan's Depth and Complexity Icons for tasks and project menus to provide differentiated opportunities for learning and varied levels of complexity. Differentiation is especially important when designing learning opportunities that meet the needs of English Learners and students with special needs such as gifted and talented students. Further, the focus on experiential learning provides an avenue for vocabulary building, collaboration, and discovery, helping students move forward on their personal learning pathways. Technology, such as Google Translate and electronic dictionaries, offers additional support for students who may struggle to access the curriculum.

The Social Studies department continually seeks out innovative ways to keep current and help students develop 21st century skills. For example, virtual fieldtrips and online simulations are used to engage and motivate students while delivering content.

Current social science course offerings include:

- World History: A Study of Revolutions
- AP U.S. History
- AP Human Geography
- American Government
- AP Government and Politics
- Economics
- Ethnic and Social Justice U.S. History
- Farming for Social Justice
- Psychology

In order to broaden students' experience with and knowledge of the social sciences, the department has created a set of goals. These goals include expanding the variety of courses offered to include courses such as Psychology and Geography; providing access to additional social science courses through dual enrollment in local community colleges; and supporting students in community outreach projects to develop leadership skills and encourage activism.

HISTORY-SOCIAL SCIENCE-- COURSE DESCRIPTIONS

- **World History: A Study of Revolutions (Core/College Preparatory).** This course is a chronological study of World History from the Enlightenment to the 2000s, chunking the course into three categories: Revolution in Thought (1700s-1850), Revolution in Control (1850-1939), and Revolution in Democracy (1939- mid 2000s). The course will focus on political and economic changes of nations and people, with a focus on geography, art and technological history. The class emphasizes the development of problem solving/analytical skills. Film

footage, extensive writing and research as well as readings from original source documents support the materials and issues presented.

The purpose of World History is to present a survey of the history of the world as it developed from the Enlightenment to the attacks on 9/11 through a thematic approach of revolutions. Students will investigate and analyze the major political, economic, religious, social and cultural events that shaped world history, including: the Enlightenment, the 19 century nationalist revolutions, the Industrial Revolution, Imperialism in Africa and Asia, the turn of the Century, World War I, the Interwar period and the rise of totalitarianism, World War II, the Cold War, and the Global Technological World. Students will be able to integrate a deep understanding of Modern World History through analysis on primary and secondary sources and historical writing. **Curriculum:** *World History, Culture, & Geography, the Modern World* from McGraw Hill IMPACT.

- **AP U.S. History (Non-core/College preparatory).** AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

  In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Curriculum:** McGraw Hill IMPACT: California, Grade 11, Student Edition, United States History & Geography, Continuity and Change; and AP College Board

- **AP Human Geography (Non-core/College preparatory).** AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

  This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012**). Curriculum:** Human Geography for the AP Course First Edition, 2021; and AP College Board.

- **American Government (Core/College Preparatory).** U.S. Government and Politics course presents a thorough investigation of American politics and government since its inception to the present. Utilizing historical documents, as well as present day events and accounts, students are able to evaluate the aspects of American democracy that have changed, and those that have remained the same. By stressing essential skills required for critical thinking and collaborating with classmates, students are enabled to creatively interpret the concepts covered, and consider multiple perspective on a variety of contested issues. Upon completion of the course, students will have a complete knowledge of how to apply strong writing and communication skills to topics related to government and politics. Additionally, students will have gained the knowledge and tools needed to become a well-informed and politically active American citizen. **Curriculum**: McGraw Hill IMPACT: California, Grade 12, Student Edition, Principles of American Democracy.

- **AP Government and Politics (Non core/College preparatory).** AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

  AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

  Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Curriculum:** McGraw Hill, *We The People,* 15th Edition.

- **Economics (Core/College Preparatory).** Economics is a one-semester required course that discusses how and why economic decisions are made by individuals, businesses, and governments. This course takes what students know and new learnings to create a strong foundation of literacy, writing, and speaking skills for the future. Students will discuss economic systems, careers, marketing, and supply and demand to better understand equity in the marketplace. Students will follow current events and participate in class discussions **Curriculum:** *Principles of Economics* from McGraw Hill IMPACT.

- **Ethnic and Social Justice US History (Non-core/College preparatory)**. This course introduces students to ethnic and identity studies, including the history and goals of such disciplines, and the ways in which race, gender, and ethnicity shape the American experience. The course aims to increase students' awareness, respect, and empathy with regard to the political, social, and economic experience of groups and individuals of various backgrounds. Students will

investigate the politics of privilege, including the histories of and current states of institutional and structural racism, classism, and discrimination. Students will be able to describe the ways in which race, ethnicity, gender, class, and sexuality influence individual and group experiences. This multidisciplinary course reaches beyond the traditional history lens to include English language arts, economics, biology, sociology, and more. **Curriculum:** *Revisiting Ethnicity and Culture in US History* by Kara Cisco.

- **Farming for Social Justice (Core/College Preparatory)**. This course connects the choices of natural resource use and the socio-economic and political impact from the local to the global level. Students will examine various aspects of farming and apply the physical science of growing, treating and harvesting food and the impact of those processes. Using a social justice approach to the food movement, students will engage in readings, case studies, hear guest speakers, labs, and field studies on topics of the politics of food in Congress, the California history of farming, the role water (and drought) plays in the social and ecosystems. Students will create a thesis and research with hands-on field studies about their local community. Professionals within the local agriculture industries will be involved in activities and projects throughout. Upon completion of this course, students will be able to apply farming concepts to the food movement, will develop a personal career plan and statement, and will acquire skill in applying critical thinking in how to create impact from the local to the global level. **Curriculum**: Teacher-developed curriculum according to California State Standards.

- **Psychology (Non-Core/College Preparatory)**. In this course students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students should develop some basic concepts of psychology and a historical (perspective on psychology as the study of individual behavior. They should read about the contributions of one or more major scholars in the field; for example, Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B. F. Skinner. Students should have opportunities to explore implications for everyday life of a scientific perspective on human behavior, and they should learn about the various careers associated with this field of study. **Curriculum:** *Psychology: Themes and Variations* (10th edition), Wayne Weiten, published by Cengage Learning.

CIVIC DEVELOPMENT (CORE)

In accordance with AB 24, the Charter School supports its junior and senior students in pursuing the State Seal of Civic Engagement ("SSCE") by offering tailored curriculum and a Civic Engagement Project to be completed in the American Government and Politics course for 12th Grade, in order to satisfy the SSCE eligibility criteria. The Civic Engagement curriculum, as outlined below, is designed to enable students to develop and demonstrate a competent understanding of 1) U.S. and California constitutions; 2) the functions and governance of local governments; 3) tribal government structures and organizations; 4) the role of the citizen in a constitutional democracy; and 5) democratic principles, concepts, and processes.

The Civic Engagement Curriculum

Presentation 1: Origins of Democracy and American Politics

Our civic engagement presentation explores the origins of democracy and American politics, highlighting the evolution of key democratic principles. We delve into the role of neighborhood councils and town hall meetings, comparing their historical significance to their present-day impact.

Presentation 2: The Importance & Impact of the U.S. Constitution, Civil Liberties, and Civil Rights

Delves into the vital role of the U.S. Constitution, emphasizing its impact on civil liberties and rights. We examine the significance of the First and Second Amendments, alongside the importance of civil rights movements and legal actions in shaping American society.

Presentation 3: The 3 Branches of Government

The foundational principles of the U.S. government, focusing on the roles and functions of its three branches. We delve into the significance of activism and lobbying in influencing government policies and decisions.

Presentation 4: Why Political Engagement

Political engagement is crucial as it allows individuals to have a voice in shaping their communities and the direction of their country. By participating in the political process, people can advocate for policies that reflect their values and beliefs, hold elected officials accountable, and work towards creating a more inclusive and equitable society.

Presentation 5: "Modern Political Movements and You"

Explores various influential movements such as the Civil Rights Movement, Women's Suffrage, Interracial Marriage, Marriage Equality, Black Lives Matter, and the Me Too Movement. Participants will examine their roles in these movements and discuss how to get involved in creating positive change. The session will also include a discussion and activity comparing the Black Lives Matter movement with the Capitol Riot, as well as an overview of current political movements shaping our society.

The LALA Civic Engagement Project is a report or guide that informs readers concisely about a complex issue and presents the issuing body's philosophy on the matter. It is meant to help readers understand an issue, solve a problem, or make a decision, with students summarizing their research on an issue, proposing a solution or call or action and summarizing their work.

SCIENCE (CORE, COLLEGE PREPARATORY)

The Science Department's focus for student learning is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science. To aid in achieving these goals, the department has:

- adopted Career and Technical Education courses that are A-G approved and connect science learning to real world applications
- collaborated to create and maintain an organic farm to serve as a classroom and lab for real world science application
- committed to a hands-on lab/ project for every unit
- planned science field trips
- committed to engage guest speakers from the fields of science for class visits and career day.

An additional focus of the science department is improving literacy skills. By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real world applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines.

The integration of math skills into the science content supports the Common Core standards for mathematics and mathematical practice in that science courses incorporate the analysis of graphs, data sets, patterns, trends and calculations as well as helping students make sense of problems and persevere in solving them.

Current courses offered include:

- Biology of Living Earth
- Accellus Chemistry
- AP Environmental Science

In order to broaden students' experience with and knowledge of the sciences, the department had created a set of goals. These achieved goals included expanding the variety of courses offered; increasing use of the farm as a laboratory; developing internship opportunities; providing access to additional science courses through dual enrollment at the community college; and participating in the Los Angeles County Science Fair.

SCIENCE—COURSE DESCRIPTIONS

- **Biology of Living Earth (Core/College Preparatory).** Biology of Living Earth AB is a laboratory-based college preparatory course. Biology of Living Earth AB course is defined in the 2016 California Science Framework, integrating Biology and Earth and Space Science standards from the California Next Generation Science Standards. The course is divided into six units, called Instructional Segments centered on questions about observations of a specific phenomenon. The units address the concepts of ecosystem interactions, energy flow in a system, evolution, genetics, cell theory, and climate change. Different phenomena require different amounts of classroom investigative time to explore and understand, so each Instructional Segment should take a different fraction of the school year. As students achieve the Performance Expectations within the unit, they uncover Disciplinary Core Ideas from Life Science, Earth and Space Science, and Engineering. Students engage in multiple Science and Engineering Practices in each unit, not just those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts ("CCCs") as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

  Biology of Living Earth AB is a "d" course and meets the District Graduation requirement for laboratory life science. **Curriculum:** *STEMscopes* from Accelerate Learning.

- **Acellus Chemistry (Core/College Preparatory).** Accellus General Chemistry provides students with an introduction to the fundamentals of chemistry. Students build data analysis, critical thinking, and science communication skills while exploring various forms of matter, the composition of the atom, and organization of the periodic table. They will learn about properties

of matter and use patterns to predict the behavior of atoms undergoing chemical reactions. They will understand chemical bonding and other interactions between atoms and molecules. They will explore the laws of conservation of mass and energy through calculations, including stoichemetry and calorimetry. Students should take this course concurrently with, or after taking, Algebra II or Integrated Math III. **Curriculum:** Accellus General Chemistry.

- **AP Environmental Science (Core/College Preparatory).** Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

  The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **Curriculum:** AP College Board

VISUAL ARTS (CORE, COLLEGE PREPARATORY)

The goal of visual arts instruction is for students to recognize the relationship between the arts and society and appreciate the connection of visual arts to global world cultures. While nurturing originality and providing new pathways to self-expression, visual arts classes enable students to take ownership of their personal creative process and products as they develop, direct, and redirect ideas. Critical thinking skills are employed as students make informed judgments about the arts and aesthetics. Students explore the notion that the visual arts represent a nonverbal, fluid expression of culture and society and that trends and styles depict responses to changes within society while perceptions of and reactions to visual art reflect the differences in and across cultures and societies.

Significantly, the arts are an important outlet for adolescent students. Our new Project CrEATE grant program, detailed near the start of Element 1, will provide an arts-based, intentional, whole-school Social Emotional Learning (SEL) program that will improve access to the performing arts for our students.

Various visual arts courses meet the needs of our diverse student body. Students have the opportunity to enroll in Art 1, Art 2, and AP Drawing. In addition, interdisciplinary collaboration between the Art Department and other departments has increased the opportunity to use art as a learning tool or to demonstrate learning. Some of these interdisciplinary projects include symmetry projects for math, propaganda posters for a project about dictators in World History, online graphic design for Physics 9, filming student-created sitcoms for U.S. History, and designing a creative website for a project about the *Great Gatsby*. Besides demonstrating the connections between art, self-expression and learning, student artwork provides evidence that students are practicing the habits of scholars, creators, and activists. Thus, student work is exhibited throughout the school campus, on our school website, and in community businesses.

At this time, performing arts opportunities are only accessible to students through projects in core courses such as Poetry Aloud competitions and dramatic performances in English classes.

Our current visual arts courses include:

- Art 1
- Art 2
- AP Drawing

VISUAL ARTS -- COURSE DESCRIPTIONS

- **Art 1 (Core/College Preparatory).** This is an introductory course to art that boosts students' critical thinking, improve art skills, grow creativity, and develop communication skills through writing and talking about art. We focus our exploration of the art world through the Studio Habits. **Curriculum**: Teacher-developed curriculum according to California State Standards.

- **Art 2 (Non-core/College Preparatory).** The purpose of this course is for students to develop an advanced understanding of studio art and art history. Students acquire advanced technical skills in drawing and painting as well as analyze various periods of art history in greater depth. Here, they hone their skills to think critically about a variety of artistic practices as well as consider the intentions behind these creations. Students cultivate their own artistic style and exhibit this in gallery events, showcasing their points of view. This course will be a setting in which students can explore the world of art in a way that relates to their own lives, whilst gaining a greater perspective as to how art has influenced and continues to influence cultures around the world today. **Curriculm:** Teacher-developed curriculum according to California State Standards.

- **AP Drawing (Non-core/College Preparatory).** AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Curriculum:** AP College Board

HEALTH AND PHYSICAL EDUCATION (NON-CORE, NON-COLLEGE PREPARATORY)

Physical Education

Physical Education ("PE") is part of the curriculum for all students. During PE, students learn lifetime physical fitness concepts to help them develop motor skills, learn the components of a healthy lifestyle, and reap the benefits of physical activity. In addition, PE can help students develop a positive self-image, hone social skills, and experience the benefits of teamwork and cooperation. The PE curriculum provides for sequential development of knowledge and skills designed to help students develop competency in motor skills, acquire knowledge of their bodies, and achieve and maintain an acceptable level of physical fitness. Equality in instruction is provided for all students regardless of gender, ability, disability, race/ethnicity, religion or appearance, and adaptive PE is provided for students with special needs according to their IEPs. Instruction is aligned to the Physical Education Model Content Standards for California Public Schools and the FITNESSGRAM Performance Standards, which represent a fitness level sufficient to guard against diseases and disorders resulting from a sedentary lifestyle.

The high school Physical Education curriculum concentrates on the following three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy of cognitive, affective and physical development. Classes stress the importance of student participation and sportsmanship while learning and performing various skills. The goal in physical education is to ensure that all participants are guaranteed a high-quality experience and education. The emphasis in physical education is to exercise, stretch, strength conditioning, engage in sport activities, hike, and learn about teamwork and cooperation. Furthermore, nutrition and wellness are addressed throughout the school year.

Technology is used in PE classes and may include heart rate monitors, push up testers, digital videos of skills or student performances, websites, and use of music whenever appropriate.

Students demonstrate knowledge and understanding through the performance of exercises and skills, written examinations, and observations by the instructor. Like other departments, the PE department supports literacy by including learning tasks involving reading, writing, speaking and listening such as research on diseases, presentations about athletes or sports, reading current events about sports, athletics, or health, reading and discussing reviews about sports equipment, and maintaining and analyzing progress data.

Currently, students are able to participate in other physical activities that represent alternatives to PE such as team sports, dance, and aerobics via the Schwarzenegger-founded comprehensive after-school program After-School All Stars, Los Angeles in the middle school grades. High school students are invited to participate in Think Together, a non-profit which delivers nationally-recognized after-school programs, early learning, enrichment and academic improvement. **Curriculum:** Teacher-developed curriculum according to California State Standards.

WORLD LANGUAGES (CORE, COLLEGE PREPARATORY)

Our goal is to help students become literate in a second (or third) language, predominantly Spanish, and have the opportunity to earn the State Seal of Biliteracy. In World Languages classes offered online with Edgenuity, students develop listening, writing, and speaking skills in another language along with knowledge of the target culture. LALA also offers Advanced Placement Spanish Language & Culture and AP French Language & Culture.

The World Language teachers use technology to share information and visual aids with students; however, the majority of instruction is face-to-face. Our current courses include:

- Spanish 1
- Spanish 2
- Spanish 3
- AP Spanish Language & Culture
- French I
- French II
- French III
- AP French & Language Culture
- German I
- German II

- Latin I
- Latin II
- Chinese I
- Chinese II

WORLD LANGUAGES – COURSE DESCRIPTIONS

- **Spanish 1 (Core/College Preparatory)**. Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. **Curriculum:** Edgenuity.

- **Spanish 2 (Core/College Preparatory)**. Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. **Curriculum:** Edgenuity.

- **Spanish 3 (Core/College Preparatory)**. In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. **Curriculum:** Edgenuity

- **AP Spanish Language and Culture (Non-core/College Preparatory)**. Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

- **French I (Core, College Preparatory)**. Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. **Curriculum:** Edgenuity

- **French II (Core, College Preparatory)**. Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing . Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas |across the globe, and assessments. **Curriculum:** Edgenuity

- **French III (Core, College Preparatory)**. In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. **Curriculum:** Edgenuity

- **AP French Language & Culture (Non-Core, College Preparatory)**. French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills.

  The course prepares students for the AP French Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material. **Curriculum:** Edgenuity

- **German I (Core, College Preparatory)**. High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of speaking and writing

activities, and multimedia cultural presentations covering major Chinese-speaking countries. **Curriculum:** Edgenuity

- **German II (Core, College Preparatory)**. Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe. **Curriculum:** Edgenuity

- **Latin I (Core, College Preparatory)**. High school students begin their introduction to Latin wraith fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. **Curriculum:** Edgenuity

- **Latin II (Core, College Preparatory)**. Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German- speaking areas in Europe. **Curriculum:** Edgenuity

- **Chinese I (Core, College Preparatory)**. High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. **Curriculum:** Edgenuity

- **Chinese II (Core, College Preparatory)**. Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. **Curriculum:** Edgenuity

College and Career Readiness (Core, College-Preparatory)

Get Focused Stay Focused/Career and College Readiness is a year-long course designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and essay papers. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format. **Curriculum:** Get Focused Stay Focused

Enrichment (Core, College-Preparatory)

In Enrichment, students might undergo teacher-supervised independent study or participate in original research opportunities, either assigned articles by their teachers or self-selected (with teacher approval). Flexible pacing strategies such as curriculum compacting are utilized. The activities surrounding these articles are designed to progressively increase in difficulty as students improve, ensuring that they are constantly challenged and engaged. The program provides comprehensive progress reports and detailed usage data, enabling teachers to closely monitor student progress and adapt instructional strategies as needed. This evidence-based approach supports targeted interventions and fosters an environment of continuous improvement in literacy education. **Curriculum:** Teacher-developed curriculum according to California State Standards.

Dual Enrollment (Core, College Preparatory)

We currently offer a variety of online and in-person college credit courses that also earn students credit towards high school graduation. Further, we provide the time and transportation for students to take college courses on the community college campus of LACC and Trade Tech. As noted at the beginning of Element 1, LALA very recently was awarded an Early College High School grant from the CDE and is collaborating with LACC to develop a comprehensive dual enrollment program co-taught by LACC and LALA's educators, on LALA's campus. While specific courses and certificate or degree-earning pathways have not yet been defined, LALA will ensure that all courses offered meet rigorous standards for dual enrollment courses.

Los Angeles City College

- **American Sign Language I**
  Elementary course for students without prior exposure to American Sign Language. Develops comprehension, communication, and grammatical/lexical skills in American Sign Language at the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Novice-Mid Level, and introduces Deaf culture and community. Corresponds to the first two years of high school American Sign Language.

- **American Sign Language II**
  Continues the development of comprehension, communication, and grammatical/lexical skills in American Sign Language at the ACTFL Proficiency Novice-High Level, and furthers understanding of Deaf culture and community.

- **Political Science: The Government of the United States**
  An introduction to United States and California government and politics, including their

constitutions, political institutions and processes, and political actors. Examination of political behavior, political issues, and public policy.

- **Introduction to Sociology**
  Students learn the major principles of sociology as they are applied to contemporary social issues. With the use of several theoretical perspectives, the course examines social structures within American society and other cultures from macro and micro perspectives. There are extensive references to contemporary research findings on social structure, group dynamics, social stratification, and social institutions.

East Los Angeles College

- **Health 11: Principles of Healthful Living**
  Students will learn health concepts and values with the goal of promoting a high quality of life. Topics include nutrition, physical fitness, communicable diseases and other major health problems, consumer and environmental health, human sexuality and family life, mental and emotional health, tobacco, alcohol and drugs, aging, and death and dying.

- **Child Development 1: Child Growth and Development**
  Students examine the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

- **Psychology 1: Introductory Psychology**
  Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include but are not limited to the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

Los Angeles Mission College

- **Psychology 1: Introductory Psychology**
  Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include but are not limited to the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

- **Child Development 1: Child Growth and Development**
  Students will examine the major physical, psychosocial and cognitive/ language developmental milestones for children, both typical and atypical, from conception to adolescence. Emphasis is placed on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

- **Law 10: Introduction to Legal Assistant I**
  This course analyzes in the paralegal profession. Lectures and activities will examine the inner workings of the law office; ethics and professional responsibility; sources of American law; the court system and alternative dispute resolution; and conducting interviews and investigations. Students will prepare a case brief and a substantive legal document.

- **Law 18: Marriage and Family Law**
  This course analyzes fundamental concepts of family law with emphasis on California's community property laws. Lectures and activities will address child custody, spousal and child support, required financial disclosures, domestic abuse, and settlement agreements. Students will prepare mandatory forms in a dissolution proceeding and parenting plan proposals.

INDEPENDENT STUDY

During the 2023-24 academic year, LALA began offering a short-term Independent Study Program, offering an alternative pathway for students to continue their education without compromising academic progress. Students are permitted up to 15 days of Independent study in a school year, should they face personal and/or health challenges. This independent study program is consistent with LALA's Independent Study Policy and in compliance with the requirements of Education Code Section 51745, *et seq*.

CURRICULAR AND INSTRUCTIONAL MATERIALS

Middle School:

English	McGraw Hill Education: California Study Sync, i-Ready
Designated ELD	McGraw Hill Education: California Study Sync, i-Ready
Math	Reveal Math, i-Ready
History/Social Science	History Alive!
Science	Inspire Science, Illuminds STEM
Physical Education	Standard-Based, age-appropriate Health Education lessons
Universal Access	i-Ready
Elective Spanish	McGraw Hill Education: California Maravillas

High School:

English 9, 10, 10H, 11, 12	*StudySync*, from McGraw Hill, is used as the English Language Arts curriculum for grades 6-12.
Designated ELD	*English 3D: Course C* (2013) from Houghton Mifflin Harcourt
AP English Language and Composition	AP College Board
AP English Literature and Composition	AP College Board
Integrated Math 1, 2 and 3	McGraw Hill Reveal Math Integrated 1, 2, and 3
Statistics	Advanced Probability and Statistics Concepts, by CK-12 Foundation
AP Pre-Calculus	PreCalculus: Graphical, Numerical, Algebraic (10th Edition) by the Savvas Learning Company

Financial Math	McGraw Hill Math for Business and Finance: An Algebraic Approach, 2nd Edition
World History: A Study of Revolutions	McGraw Hill IMPACT World History, Culture, & Geography, the Modern World
AP U.S. History	McGrawHill IMPACT United States History & Geography, Continuity and Change; AP College Board
AP Human Geography	Human Geography for the AP Course First Edition, AP College Board
American Government	McGraw Hill IMPACT Principles of American Democracy
AP Government and Politics	McGraw Hill We The People, 15th Edition
Economics	McGraw Hill IMPACT Principles of Economics
Ethnic and Social Justice U.S. History	Revisiting Ethnicity and Culture in US History by Kara Cisco
Farming for Social Justice	Teacher-developed curriculum according to California State Standards.
Psychology	Psychology: Themes and Variations (10th edition)
Biology of Living Earth	STEMscopes from Accelerate Learning
Acellus Chemistry	Accellus General Chemistry
AP Environmental Science	AP College Board
Spanish 1, 2, and 3	Edgenuity
AP Spanish Language & Culture	Edgenuity
French I, II, and III	Edgenuity
AP French & Language Culture	Edgenuity
German I and II	Edgenuity
Latin I and II	Edgenuity
Chinese I and II	Edgenuity
Art 1 and 2	Teacher-developed curriculum according to California State Standards.
College and Career Readiness	Get Focused Stay Focused
Enrichment	Teacher-developed curriculum according to California State Standards.

COMPREHENSIVE COURSE LIST

Middle School:

Subject Area	6th Grade	7th grade	8th grade
Math	Math 6	Math 7	Math 8

English	English 6 Designated ELD	English 7 Designated ELD	English 8 Designated ELD
Science	Science 6	Science 7	Science 8
Elective/ Intervention/Enrichment	Universal Access Spanish Culinary Arts Visual Arts Robotics Music Technology	Universal Access Spanish Culinary Arts Visual Arts Robotics Music Technology	Universal Access Spanish Culinary Arts Visual Arts Robotics Music Technology
History/Social Science	History/Social Science 6	History/Social Science 7	History/Social Science 8
P.E.	Physical Education	Physical Education	Physical Education

High School:

Key

= College Preparatory (A-G and graduation requirements) Course

φ= Non-Core/Non College Preparatory Course

Subject Area	**9th Grade**	**10th grade**	**11th grade**	**12th grade**
History/ Social Science		World History: A Study of Revolutions	AP US History US History	AP Human Geography American Government AP Government and Politics Economics
English	English Designated ELD (Academic English)	English 10 Honors English 10 Designated ELD (Academic English)	English 11 AP English Language and Composition Designated ELD (Academic English)	English 12 AP English Literature and Composition Designated ELD (Academic English)
Math	Integrated Math 1 Integrated Math 2	Integrated Math 2 Integrated Math 3	Integrated Math 3	AP Pre-Calculus
Science		Biology of Living Earth Acellus Chemistry	Accellus Chemistry	AP Environmental Science

World Languages	Spanish I French I German I Latin I Chinese I	Spanish I/II French I/II German I/II Latin I/II Chinese I/II	Spanish I/II French I/II German I/II Latin I/II Chinese I/II	Spanish I/II French I/II German I/II Latin I/II Chinese I/II
Visual/ Per. Arts	Art 1 Art 2	Art 1 Art 2	Art 1 Art 2	AP Drawing
Elective (50-70 credits)	Leadership: Social and Civic	Leadership: Social and Civic	Leadership: Social and Civic	Leadership: Social and Civic
	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math
P.E. (20 credits)	Physical Education φ	Physical Education φ	Physical Education φ	Physical Education φ
Health (5 Credits)	Health (one time semester course, any year)	Health (one time semester course, any year)	Health (one time semester course, any year)	Health (one time semester course, any year)

INSTRUCTIONAL METHODS AND STRATEGIES

LALA teachers employ a variety of research-based instructional methods, tools, and strategies to actively involve students in lessons, to increase motivation and interest, to develop critical thinking skills, to provide differentiation, and to stimulate independent learning. These methods and strategies represent practices that support implementation of the State Standards because they focus on developing critical thinking, problem-solving and analytical skills which will assist students in mastering the State Standards. Some of these strategies include:

Socratic Seminar. The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own thoughts and their responses to the

thoughts of others. They learn to work cooperatively and to question intelligently and civilly. In practice, Socratic Seminar includes the following:[129]

1) Text Selection:
The teacher selects authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

2) Preparing the students:
The teacher informs students ahead of time when they will be expected to participate in a Socratic Seminar.

3) Preparing the questions:
Though students eventually are given responsibility for running the entire session, initially the teacher fills the role of discussion leader as students learn about seminars and questioning. After critically reading the assigned texts, students generate as many open-ended questions as possible, aiming for questions whose value lies in exploration of meaning, not their answers. Indeed, the utility of the Socratic methodology lies in "the ongoing, honest quest for information and understanding through the act of questioning."[130]

4) Establishing student expectations:
Because student inquiry and thinking are central to the philosophy of Socratic seminars, teachers include students integrally in the establishment of norms for the seminar. They ask students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). They ask students to hold themselves accountable for the norms they agree upon.

5) Assessing effectiveness:
Socratic seminars require assessment that respects the central nature of student-centered inquiry. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing, asking students to describe their participation and set their own goals for future seminars, can be effective as well. Another method of assessment is anecdotal observation of students' application of skills learned in Socratic Seminars to other texts and contexts. For example, when given a passage to read, students comfortably use critical reading skills such as underlining key phrases, noting repetition of key vocabulary to signal main ideas, and writing questions with the goal of improving understanding of meaning. Assessment should take into account that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.

Because classroom settings are often result-focused (obtain the right answer), Socratic Seminars offer a fresh and important emphasis on academic skills through developing creativity, enabling critical

[129] Castellanos-Reyes, D. (2021). Socratic Seminar. Accessed from https://edtechbooks.org/studentguide/socratic_seminar on April 21, 2023.
[130] Copeland, M. (2005). Socratic circles: fostering critical and creative thinking in middle and high school. Portland, Maine: Stenhouse Publishers.

thinking, enhancing reading and reflection skills, refining reasoning, sharpening active listening skills, and improving self-expression. Socially, participating in Socratic Seminars develops team and community building, hones conflict resolution skills, and boosts confidence. Awareness that "all new understanding is linked to prior understanding, that thought itself is a continuous thread woven through our lives rather than isolated sets of questions and answers" is a key underpinning for success in the classroom, the workplace, and life.[131]

Technology: Technology is used as a tool throughout students' courses and integrated into the instructional design based on the Substitution Augmentation Modification Redefinition implementation model that includes the following levels:[132]

1) Substitution
In the substitution level, teachers or students are only using new technology tools to replace old ones. For instance, using Google Docs to replace Microsoft Word is simply substituting one tool for another to accomplish the same task (writing).

2) Augmentation
In the augmentation level, students would again use Google Docs instead of Microsoft Word for a writing task, but they would be augmenting instead of substituting because instead of writing a document, manually saving it and then emailing it to others as an attachment, Google Docs provides automatic functions which enhance and facilitate the writing experience, including auto-saving, auto-syncing, and automatic real-time sharing in the Cloud.

3) Modification
In the modification level, technology is being used not to do the same task using different tools but to expand and redesign the task. For example, using the commenting service in Google Docs to collaborate and share feedback on a given task would constitute modification. Use of technology at this level is more effective in terms of time and energy and transforms student learning from passive to active mode.

4) Redefinition
In the redefinition level, students use technology to conceive and create entirely new tasks and products. Examples of possibilities include creation of movies, podcasts, narrated multimedia presentations, or infographics.

Integration of technology and curriculum does more than provide students ease of word processing and information graphing. It offers opportunities for students to design simulations, collect data, demonstrate concepts, receive feedback, excite senses, play learning games, take virtual field trips and more, thus transforming learning from routine to unique, from memorization to enlightenment, while creating limitless possibilities for expression of knowledge and new understanding.

Learning targets. When initiating a lesson, teachers always identify the focus learning targets and communicate expectations to students. In contrast to instructional objectives, learning targets are expressed from the students' point of view, focusing them on what they have to learn and the skills they

[131] Ibid.
[132] Copeland, M. (2005). Socratic circles: fostering critical and creative thinking in middle and high school. Portland, Maine: Stenhouse Publishers.

need to demonstrate that learning. They describe a period-sized unit of knowledge and/or skills that a student will gain by the end of the lesson, serving as a reminder of what is next to absorb towards bigger-picture performance objectives.[133]

Write/Think-Pair-Share. This cooperative discussion strategy helps students develop conceptual understanding through providing time for individual thinking and providing a structure for developing that thinking with a partner. This strategy offers a means of differentiation (each student thinks at their own level) and evaluation (students analyze and judge other's ideas/positions). It also allows all students to participate in knowledge-sharing, organically scaffolding problem-solving and critical thinking, as well as motivating class-wide engagement.[134]

Thinking Maps. Thinking Maps are graphic organizers used to make thinking visual. There are eight maps, each of which aligns with a different strategic function or thought process. The Circle map is used for defining in context; the Bubble Map is used for describing characteristics; the Flow Map is used for sequencing and ordering; the Brace Map is used for identifying part-whole relationships; the Tree Map is used for classifying and grouping; the Double Bubble Map is used for comparing and contrasting; the Multi-Flow Map is used for analyzing cause and effect; and the Bridge Map is used for visualizing analogies. These tools help to create concrete images of abstract thinking, leading to higher levels of critical thinking.[135]

GLAD Strategies. Guided Language Acquisition Design is an instructional model designed to integrate English language and content instruction in the classroom setting. The program consists of a set of 35 strategies used to help English learners build academic English through explicit instruction. Study results have shown improved literacy outcomes for English learners without holding back English proficient peers.[136]

Project-Based Learning. Project-based learning is a teaching method which helps students develop skills and knowledge through investigating and responding to an authentic, engaging, real-world question which involves solving a meaningful problem. Because of the sustained nature of the inquiry, students must apply what they have learned to direct the inquiry or solve the problem through multiple steps—asking questions, finding resources, analyzing the impact of those resources, and communicating results effectively. Project-based learning promotes deeper learning because it involves critical thinking, communication, collaboration and problem-solving, not memorization and recitation of facts and concepts.

Block Schedule. Research has shown that a block schedule has many advantages. Blocks allow more time for individualized instruction, increase the opportunity for in-depth study of topics, enable longer time for cooperative learning activities, and increase instructional time because less time is wasted in

---

[133] Moss, C.M., & Brookhart, S.M. (2015). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: ASCD.

[134] Simon, C.A. Read Write Think. "Strategy Guide: Using the Think-Pair-Share Technique." Accessed from https://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share on April 21, 2023.

[135] Thinking Maps. (2015). Thinking maps, Inc. Accessed from http://www.thinkingmaps.org/http://www.thinkingmaps.org/ on 8 Sep. 2015.

[136] Project GLAD Study (2014). "What is Project GLAD?" Education Northwest. Accessed from http://projectgladstudy.educationnorthwest.org/what-is-gladhttp://projectgladstudy.educationnorthwest.org/what-is-glad on 8 Sep. 2015.

transitions from class to class and record-keeping activities such as attendance-taking, plus fewer transitions means fewer tardy students and fewer discipline issues due to fewer opportunities for disruption.[137] In short, block scheduling allows students the time to learn and apply skills in order to build and develop understanding. It also allows students to focus on a few classes per day rather than all classes daily, requiring toting of fewer textbooks and creating less fatigue.

Limiting the number of daily courses is especially helpful for students with special needs who may have difficulty with the executive skills required to successfully navigate all of the transitions required in a six-period daily schedule or complete homework assignments for six classes. Importantly for the success of LALA's population, "statistics reveal that fewer at-risk students drop out of a school with block scheduling."[138]

Webb's Depth of Knowledge. This tool is a means of adjusting the cognitive depth of thinking and learning tasks through four levels of complexity. Levels 1 (Recall/Reproduction) and 2 (Skill/Concept) are the shallowest levels, while levels 3 (Strategic Thinking) and 4 (Extended Thinking) are the most complex, involving use of higher order and critical thinking skills. LALA teachers aim for levels 3 and 4. Level 3 (Strategic Thinking) necessitates reasoning, citing evidence, and planning, with a key aspect being to prompting students to share their thought process. Level 4 (Extended Thinking) mandates layered reasoning, planning, building, and thinking, with success in practice shown by executing an experiment. [139]

Depth and Complexity.[140] Developed by Sandra Kaplan of the University of Southern California's Rossier School of Education, the icons representing eight levels of depth and three levels of complexity provide a visual cue to assist students in achieving deeper more complex thought processes. The levels of depth embodied in Kaplan's program (language of the discipline, details, patterns, trends, unanswered questions, rules, big ideas, and ethical considerations) help students respond to content with increasing sophistication. The three levels of complexity (across the disciplines, changes over time, and multiple perspectives) help students perceive relationships between and across various areas of study, comprehend how change occurs over time, and appreciate the differing perspectives that individuals, time periods, and specialists bring to a given discipline.[141]

Wait time. This concept, often referred to as think time, calls upon teachers to allow students a few more seconds of time to process information when responding to a question or prompt. This technique

[137] O'Neill 1995; Eineder & Bishop 1997 in "Block Scheduling" 1998.
[138] Northeast and Islands Regional Educational Laboratory [1998, p. 12]). "Block Scheduling: Innovations with Time." Northeast and Islands Regional Educational Laboratory May 1998. Retrieved from https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/block.pdf
[139] Hammer, B. Edmentum (December 6, 2021). "Webb's Depth of Knowledge Framework: The Basics." Accessed from https://blog.edmentum.com/webb%E2%80%99s-depth-knowledge-framework-basics on April 21, 2023.
[140] Kaplans, Sandra N. (2012). Fundamentals of Gifted Education. "Depth and Complexity.", 2012, England, UK: Routledge.
[141] Takayoshi, P. and Van Ittersum, D. (2018). Kent State University Center for Teaching and Learning. "Wait Time: Making Space for Authentic Learning." Accessed from https://www.kent.edu/ctl/wait-time-making-space-authentic-learning on April 21, 2023.

has been successful in improving the length and correctness of student responses. LALA teachers allow seven seconds of wait time before requiring student response.[142]

Questioning techniques. The type of question a student is asked determines their level of involvement in the exchange. Closed questions elicit facts or simple answers which are either right or wrong. There is a limited set of correct responses to a closed question. This is desirable when trying to establish facts or details as a foundation for discussion. In contrast to closed questions, open questions invite elaboration, analysis and reflection. Open questioning shifts conversational control to the student answering the question, and away from the teacher asking it. Research entails that such questions contribute to students' growth in complex reasoning skills. This results in more detailed explanations and thoughtful answers and encourages sharing of opinions and creative thinking. LALA teachers plan appropriate questions to achieve the goals of the lesson.[143]

Five Dimensions of Teaching and Learning Instructional Framework. Defining quality teaching for teachers across grade levels and curriculum, including guiding questions, allows for a standardized and unifying structure across grade levels and curriculum. These five dimensions and their subdimensions are:[144]

- **Purpose:** Standards; and Learning Target Teaching Points
- **Student Engagement:** Intellectual Work; Engagement Strategies; and Talk
- **Curriculum & Pedagogy:** Curriculum; Teaching Approaches and/or Strategies; and Scaffolds for Learning
- **Assessment for Student Learning**: Assessment; and Adjustments
- **Classroom Environment & Culture:** Use of Physical Environment; Classroom Routines and Rituals; and Classroom Culture

Kagan Structures. Kagan Structures are instructional strategies that carefully engineer student interaction to maximize cooperation, communication, and active engagement by all, designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.[145]

Academic language. Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs – i.e., it's the language used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to learn and achieve fluency in. Academic language includes a variety of formal-language skills, including vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions, that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms.[146] Having a print-rich classroom of academic

[142] Lombardi P. (2019.) *Instructional Methods, Strategies and Technologies to Meet the Needs of All Learners.* "Ch. 9 Questioning." Montreal, Canada: Pressbooks.
[143] University of Washington: College of Education: Center for Educational Leadership. "Resources: 5 Dimensons of Teaching and Learning™." Accessed from https://k-12leadership.org/tools/5-dimensions-of-teaching-and-learning/ on 13 Apr. 2023.

[145] https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement
[146] https://www.edglossary.org/academic-language/

language is a school-wide focus: we want to have resources available to students so that they can use them. In turn, teachers are focusing on students using academic language in their responses as well as providing direct instruction for academic vocabulary.

Three Reads. Math teachers are implementing the *Three Reads* and checking for understanding. The Three Reads protocol includes reading a math scenario three times with a different goal each time. The first read is to understand the context. The second read is to understand the mathematics. The third read is to generate a plan for solving the problem.[147] Teachers walk the students through word problems so that they can break down the prompt and understand what the problem is about and what the task is asking them to do.

Formative Assessments and Scaffolds. Our teachers implement various and frequent formative **assessments** to assess skills and knowledge. In a LALA classroom, we observe practices such as do nows, exit tickets, quizzes, technology tools, verbal and written checks for understanding, student discussions in pairs and groups, presentations, group assignments, whiteboard practice, etc. Teachers use this data to inform instruction. Furthermore, our teachers utilize scaffolds such as graphic organizers, sentence frames, and guided notes in their lessons. These structures support students in accessing and interacting with content.

Advancement Via Individual Determination. AVID schoolwide strategies are utilized across all departments, and emphasize Writing, Inquiry, Collaboration, Organization, and Reading skills. This comprehensive approach has been systematically reinforced through our PLCs. The alignment of these AVID strategies ensures that all students learn and practice transferable skills within all content areas.

The schoolwide approaches include:

- Annotation and Writing Revision Checklist Templates
- Focused Note Taking through Graphic Organizers
- Implementation of Triple Reads
- Utilization of Cornell Notes
- AVID Binder Organization
- Costa's Levels of Questioning

How the School's Instructional Methodologies and Curriculum Will Ensure Student Mastery of State Standards

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development[148]. Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

147

https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/335/lessons/integrated%20math/cards/ThreeReadsCard-low.pdf

148 Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings,1997; Freire, 1995.

Through our MTSS model and the myriad instructional strategies detailed in the preceding section, students are provided differentiated support and interventions to ensure that each student succeeds in mastering grade level content standards.

How the Instructional Program Will Support Student Development of Technology-related Skills

LALA believes that it is our responsibility to prepare students for all paths of life including future education and future careers, especially careers that do not exist currently. We believe we must provide students with the skills necessary to adapt to change in a century that has seen change more rapidly than any previous century.

LALA is pleased to be able to provide a personal device for every student in all grade levels to be used in the classroom to enhance the educational experience. LALA currently uses a combination of iPads laptops, Chromebooks and Macs. For students, the ability to use technology efficiently to get work done, creatively to produce work and effectively to communicate and collaborate with others will be critical to survive the 21st Century workplace. Students learn to work with Google Apps that help them collaborate (GoogleDocs), create presentations (GoogleSlides), take quizzes/surveys (GoogleForms), and manage work in progress (GoogleDrive). Students also learn to use technology to conduct research, use keyboarding programs, access online learning programs such as Achieve 3000, ALEKS, Edgenuity, i-Ready and more.

In addition to the classroom devices, students have access to the LALA's computer lab with 30 desktop computers where students can work on class projects, take quizzes when visiting the library and complete standardized assessments as a class. The computer lab is connected to the school's library to promote collaboration and research amongst peers.

Graduation Requirements (Including The Number/Type of Units Required) And A-G Requirements

Los Angeles Leadership Academy High School requires completion of 225 credits in order to graduate. These credits must follow the UC/CSU A-G course requirements for college admission. Students must earn a grade of C or better in order to fulfill Los Angeles Leadership Academy High School's graduation requirements. The program allows students to complete the graduation requirements in addition to extra course electives all within four years. Students must satisfactorily complete credits in the following areas:

A.	History/Social Science	30 credits
B.	English	40 credits
C.	Mathematics	30 credits
D.	Laboratory Science	20 credits
E.	Language Other than English	20 credits

F. Visual and Performing Arts	10 credits
G. Electives Including	50-70 credits
Credits Needed to Graduate	**225 credits**

CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

The bell schedule includes periods 7 and 8 for providing additional support for students who need remediation. Acellus Online Learning Courses, which allow students to work on remediation and credit recovery, are available to students. In addition, students who need additional support are able to participate in English and Math laboratories that allocate time for students to catch up on their work or receive intensive intervention. Thus, all students take six classes, but some students may take seven or eight depending on their individual circumstances. After four years, a student at LALA HS will have completed not only the minimum graduation and A-G course requirements, but they will have exceeded these criteria with several extra credits (see sample schedules above).

If students are not able to obtain a passing grade in courses, they have the opportunity to make- up credits through *Acellus* Online Learning. In addition, students are able to make-up credits through summer school opportunities. Students also have the opportunity to make-up credits through LALA's summer program partner, funded through the 21st Century Grant. With these opportunities, all students are given the chance to graduate in a timely manner.

In the event a student fails to meet requirements for promotion or graduation, they will be expected to complete requirements over the summer; if this does not result in successfully meeting expected requirements, the Principal will determine on a case-by-case basis whether a student should be retained. Students who are not promoted will be required to repeat the classes in which they did not receive a passing grade and will move forward to the next level for classes in which they did receive a passing grade.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment in high school, counselors will work with individual students to create a plan to meet the requirements for graduation. This plan will be monitored and updated as needed during the school year.

Transfer students' credits are evaluated upon enrollment. All coursework and credits listed on an official transcript are evaluated against LALA graduation requirements. In addition, all prior completed credits are verified to determine A-G requirement status. Every effort is made to validate and grant transferred credits.

Counselors will help ensure that each student is enrolled in appropriate courses, and that each student has the support they need to successfully complete graduation requirements. Every transfer student will participate in an intake meeting which includes a review of their transcript and tracking towards graduation, with the creation of a Four-Year Plan for their remaining high school years. Every exiting student will also receive a transcript to provide them with an official record of courses completed and

credits earned. LALA's minimum graduation requirements for a standard diploma align with UC/CSU A-G requirements.

How the Charter School Implements the Graduation Exemptions for Students who Qualify (Pursuant to Ed. Code Section 51225.1)

As a public school, LALA welcomes all students regardless of their family's circumstances. Every effort is made to help students connect with the resources and opportunities they need to succeed. This can include adapting graduation requirements as necessary for students who are in foster care, experiencing homelessness, involved with juvenile courts, in a military family, migratory, or newcomers to the country in alignment with the law.

How the Charter School's Instructional Program Provides Options that Ensure Students are Prepared for College/Career as Measured by the California Department of Education's College/Career Indicator.

LALA works to ensure all of our graduates meet the "Prepared" level on the CDE's new College/Career Indicator by achieving a High School Diploma and any one of the following criteria for College and/or Career – we note that we focus intensively on the "College" preparedness factors in particular; LALA's Career Technical Education program is being refined currently:

Graduates classified as **"Prepared" for College** must meet at least one of the criteria:

- Smarter Balanced Summative Assessments Receive a score of Level 3 "Standard Met" or higher on both English language arts/ literacy and mathematics
- Advanced Placement Exams Receive a score of 3 or higher on two AP exams
- College Credit Courses Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education ("CTE") subjects where college credits are awarded
- State Seal of Biliteracy ("SSB") Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- University of California and California State University a–g requirements Complete a–g course requirements with a grade of C or better and meet one of the additional criteria below:
    - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
    - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
    - Receive a score of 3 on one AP exam or score 4 on one IB exam
    - Complete a CTE Pathway

Graduates classified as **"Approaching Prepared" for College** must meet at least one of the criteria:

- Smarter Balanced Summative Assessments Receive a score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- College Credit Courses Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded

- UC and CSU a–g requirements Complete a–g course requirements with a grade of C or better.[149]

Graduates classified as **"Prepared" for Career** must meet at least one of the criteria:

- Career Technical Education Pathway Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
    - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other area
    - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

Graduates classified as **"Approaching Prepared" for Career** must meet at least one of the criteria:

- CTE Pathway Complete a CTE Pathway with a grade of C- or better in the capstone course

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that will prepare students to excel on the CAASPP exams, and an array of AP course offerings, dual enrollment opportunities and more, we are confident that LALA's students can and will meet these college/career readiness indicator criteria.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

LALA successfully earned WASC accreditation for six years, through June 30, 2027. LALA will continue maintaining WASC accreditation by working on achieving goals outlined in the action plan and continued adherence with the ACS WASC policies, procedures and criteria for accreditation.

HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

Los Angeles Leadership Academy will provide written materials, after-school workshops, and individual meetings with the counselor in order to inform parents about the transferability of courses to other public high schools and how they meet college entrance requirements. Written materials will be translated into the primary language of the parent of the enrolling/transferring student; interpreters will be offered to parents for in-person events.

If a student transfers to another school, the Charter School counselor will conference with the student and their parent prior to checking out. The goal is to review the student's graduation status report so that they, along with the parent, understand what the student has completed, what the student has failed (if anything), and what courses are left to be completed. This review will serve to provide the parent and student with knowledge of the student's progress toward graduation and the estimated date of graduation based on the student's status. The counselor will also help the student and parent research the graduation requirements of the new school in order to help them understand what the student must complete in order to graduate from that school based on current progress.

[149] https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf

ACADEMIC CALENDAR AND BELL SCHEDULES

ACADEMIC CALENDAR

July 2025

S	M	T	W	T	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	31		

4 - Independence Day

August 2025

S	M	T	W	T	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
31						

4 - 8 Staff P.D. Week
11 - First Day of School

15 Instructional Days

September 2025

S	M	T	W	T	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				

1 - Labor Day

22 Instructional Days

October 2025

S	M	T	W	T	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	31	

2 - P.D. day (Pupil Free Day)

22 Instructional Days

November 2025

S	M	T	W	T	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						

11 - Veterans Day
24 - 28 Thanksgiving Break

14 Instructional Days

December 2025

S	M	T	W	T	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	31			

12- Last day of instruction (1st semester).
24, 25 -Christmas Holiday
12 - 01/03/26 Winter Break

10 Instructional Days

	First Day/Last Day of Instruction
	Unassigned Day
	Holidays
	School in Recess (No School)
	Professional Development (Pupil Free Day)
	Early Dismissal
	Minimum Day

January 2026

S	M	T	W	T	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	31

1- New Year's Day
5 - First day of Instruction (second semester).
19- Dr. Martin L. King Jr. Day

19 Instructional Days

February 2026

S	M	T	W	T	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

16- Presidents' Day

19 Instructional Days

March 2026

S	M	T	W	T	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	31				

27- Cesar E Chavez Day (observed)

19 Instructional Days

April 2026

S	M	T	W	T	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		

3/30 - 4/03 Spring Break
24 - Armenian Genocide Day (Unassigned Day/Pupil free day)

18 Instructional Days

May 2026

S	M	T	W	T	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
31						

25 - Memorial Day

20 Instructional Days

June 2026

S	M	T	W	T	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				

08 - Last Day of School
19 - Juneteenth Holiday

6 Instructional Day

Instructional Days - 184
Working Days- 190

SAMPLE DAILY SCHEDULES

LALA will ensure that the school day for high school students shall begin no earlier than 8:30 a.m., and the school day for middle school students shall begin no earlier than 8:00 a.m. (Education Code Section 46148(a))

Middle School

6th Grade Regular Bell Schedule (Mon/Weds/Fri)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: English P2: History (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: Math P2: Science (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 (Physical Education)	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 English Language Dev.	2:18 PM	3:11 PM	53

6th Grade Regular Bell Schedule (Tuesday/Thursday)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: English P2: History (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: Math P2: Science (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 (Physical Education)	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 Elective Class	2:18 PM	3:11 PM	53

6th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: English P2: History (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: Math P2: Science (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 7 English Language Dev.	12:45 PM	1:15 PM	30

6th Grade Minimum Day Schedule

Block	Start Time	End Time	Minutes
P1: English P2: History (Block 1)	8:00 AM	8:42 AM	42
	8:44 AM	9:26 AM	42
P1: Math P2: Science (Block 2)	9:28 AM	10:10 AM	42
	10:12 AM	10:54 AM	42
Lunch	10:54 AM	11:24 AM	30
P7: English Language Dev.	11:26 AM	12:08 PM	42
Advisory	12:10 PM	12:30 PM	20

7th Grade Regular Bell Schedule (Mon/Weds/Fri)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: Math P2: Science (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: English P2: History (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 Universal Access	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 (Physical Education)	2:18 PM	3:11 PM	53

7th Grade Regular Bell Schedule (Tues/Thurs)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: Math P2: Science (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: English P2: History (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 Elective	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 (Physical Education)	2:18 PM	3:11 PM	53

7th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: Math P2: Science (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: English P2: History (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 Universal Access	12:45 PM	1:15 PM	30

7th Grade Minimum Day Schedule

Block	Start Time	End Time	Minutes
P1: Math P2: Science (Block 1)	8:00 AM	8:42 AM	42
	8:44 AM	9:26 AM	42
P1: English P2: History (Block 2)	9:28 AM	10:10 AM	42
	10:12 AM	10:54 AM	42
Lunch	10:54 AM	11:24 AM	30
Period 5 Universal Access	11:26 AM	12:08 PM	42
Advisory	12:10 PM	12:30 PM	20

8th Grade Regular Bell Schedule (Mon/Weds/Fri)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: History	8:10 AM	9:03 AM	53
P2: Science	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P3: Math	10:15 AM	11:08 AM	53
P4: Physical Education	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
P5: English	12:47 PM	1:40 PM	53
P6: Advisory	1:44 PM	2:14 PM	30
P7: English Language Development	2:18 PM	3:11 PM	53

8th Grade Regular Bell Schedule (Tues/Thurs)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: History	8:10 AM	9:03 AM	53
P2: Science	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P3: Math	10:15 AM	11:08 AM	53
P4: Physical Education	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
P5: English	12:47 PM	1:40 PM	53
P6: Advisory	1:44 PM	2:14 PM	30
P7: Elective	2:18 PM	3:11 PM	53

8th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: History	8:10 AM	9:03 AM	53
P2: Science	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P3: Math	10:15 AM	11:08 AM	53
P5: English	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
P7: English Language Development	12:45 PM	1:15 PM	30

8th Grade Minimum Day Schedule

Block	Start Time	End Time	Minutes
P1: History	8:00 AM	8:42 AM	42
P2: Science	8:44 AM	9:26 AM	42
P3: Math	9:28 AM	10:10 AM	42
P5: English	10:12 AM	10:54 AM	42
Lunch	10:54 AM	11:24 AM	30
P7: English Language Development	11:26 AM	12:08 PM	42
Advisory	12:10 PM	12:30 PM	20

High School

9th Grade Regular Bell Schedule Monday & Thursday

Block	Start Time	End Time	Minutes
P1- Academic English	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- Edgenuity Spanish	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P5- Financial Math	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

9th Grade Regular Bell Schedule Tuesday & Friday

Block	Start Time	End Time	Minutes
P2- English 9	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
Education	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
I	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

9th Grade Early Release Bell Schedule Wednesday

Block	Start Time	End Time	Minutes
English	8:30 AM	9:15 AM	45
P2- English 9	9:18 AM	10:03 AM	45
Spanish	10:06 AM	10:51 AM	45
Education	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Financial Math	12:22 PM	1:07 PM	45
P6- Integrated Math I	1:10 PM	1:55 PM	45

9th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
English	8:30 AM	9:00 AM	30
P2- English 9	9:03 AM	9:33 AM	30
Spanish	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
Education	10:14 AM	10:44 AM	30
P5- Financial Math	10:47 AM	11:17 AM	30
I	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

10th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
P1- Academic English	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- Integrated Math II	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P5- Physical Education	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

10th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
Honors	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P4- Living Earth	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P6- World History	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

10th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
English	8:30 AM	9:15 AM	45
Honors	9:18 AM	10:03 AM	45
P3- Integrated Math II	10:06 AM	10:51 AM	45
P4- Living Earth	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Physical Education	12:22 PM	1:07 PM	45
P6- World History	1:10 PM	1:55 PM	45

10th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
English	8:30 AM	9:00 AM	30
Honors	9:03 AM	9:33 AM	30
P3- Integrated Math I	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
P4- Living Earth	10:14 AM	10:44 AM	30
P5- Physical Education	10:47 AM	11:17 AM	30
P6- World History	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

11th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
P1- Art II	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- Academic English	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P5- Integrated Math II	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

11th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
Chemistry	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P4- English 11	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
Social Justice	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

11th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
P1- Art II	8:30 AM	9:15 AM	45
Chemistry	9:18 AM	10:03 AM	45
P3- Academic English	10:06 AM	10:51 AM	45
P4- English 11	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Integrated Math II	12:22 PM	1:07 PM	45
Justice History	1:10 PM	1:55 PM	45

11th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
P1- Art II	8:30 AM	9:00 AM	30
Chemistry	9:03 AM	9:33 AM	30
P3- Academic English	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
P4- English 11	10:14 AM	10:44 AM	30
P5- Integrated Math I	10:47 AM	11:17 AM	30
Social Justice History	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

12th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
Social Justice	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- AP Precalculus	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
5- Edgenuity Spanish	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

12th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
and Politics	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
Environmental	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P6- English 12	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

12th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Social Justice	8:30 AM	9:15 AM	45
Politics	9:18 AM	10:03 AM	45
P3- AP Precalculus	10:06 AM	10:51 AM	45
Environmental	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Edgenuity Spanish	12:22 PM	1:07 PM	45
P6- English 12	1:10 PM	1:55 PM	45

12th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
Social Justice	8:30 AM	9:00 AM	30
Politics	9:03 AM	9:33 AM	30
P3- AP Precalculus	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
Environmental	10:14 AM	10:44 AM	30
P5- Edgenuity Spanish	10:47 AM	11:17 AM	30
P6- English 12	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

INSTRUCTIONAL DAYS AND MINUTES

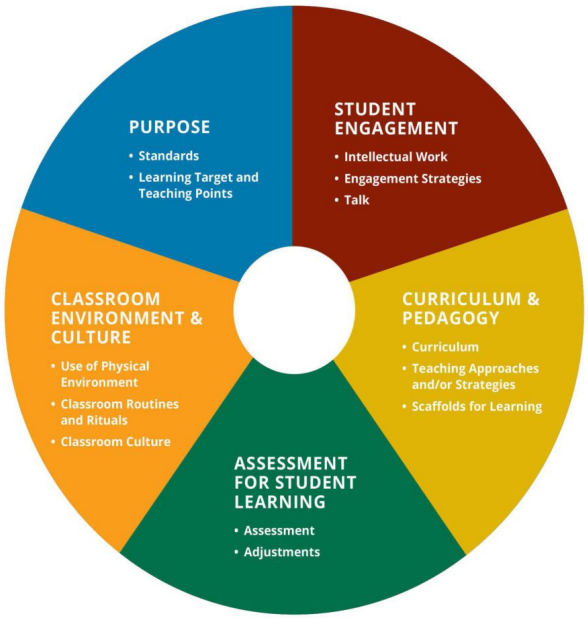
Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes
6	Yes	137	376	43	260	4	240					184	54000	63652
7	Yes	137	376	43	260	4	240					184	54000	63652
8	Yes	137	376	43	260	4	240					184	54000	63652
9	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283
10	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283
11	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283
12	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOL ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 – NOT APPLICABLE

PROFESSIONAL DEVELOPMENT

LALA's Professional Development plan is intended to guide the teachers through a learning cycle that creates a common language for expectations and a shared understanding of effective instruction. The ultimate goal is to support improvement of instructional practice and student achievement. LALA will continue using the *5 Dimensions of Teaching and Learning Instructional Framework* as a focal point of study.[150]

The 5D instructional framework is a research based framework to help schools and districts create a shared language for teaching and learning, scaffold the development of expertise, and grow high-quality instructional practices. Developed from multiyear research at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework combines vision statements and guiding questions to help [educators] reflect on the core elements of effective teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture[151].



[150] https://k-12leadership.org/tools/5-dimensions-of-teaching-and-learning/
[151] Ibid.

The following Professional Development Schedule outlines the cycle, which includes an initial presentation, and team meetings to study grade-level exemplars, data presentation (followed after classroom observations). Professional Development sessions for GLAD and Kagan Structures will also be provided to teachers to provide strategies to support English Learners. At the end of each monthly cycle teachers will present learned strategies and changes in practice. The schedule also includes two meetings to review internal benchmarks, which will provide insightful data related to implemented practices. We will close the school year with two strategic planning meetings to review and reflect on how the learning cycles impacted teacher practice and thus student achievement.

K-8 Alignment - In our ongoing efforts to foster a cohesive and integrated learning experience for students from kindergarten through eighth grade, we have strategically broadened our professional development initiatives to encompass all grade levels. This inclusive approach to professional development has significantly strengthened the instructional and planning capabilities of our faculty, enabling a seamless upward alignment between our primary and middle school programs.
Key to this alignment has been the facilitation of cross-grade collaboration, where teachers from varying grade levels come together to share best practices and innovative teaching strategies. Such collaborative efforts have cultivated a unified educational environment that promotes continuity in learning experiences and pedagogical approaches across grades. Notably, these shared strategies have included advanced methods for engaging students in academic discourse and tailored differentiation techniques designed to meet the diverse learning needs of our student body.

The impact of these initiatives has been profound, manifesting in a more cohesive instructional approach that resonates with our students and enhances their academic journey. Students now transition from grade to grade with a stronger sense of continuity, benefiting from a consistent application of teaching strategies that support their academic and social-emotional growth. The shared understanding and application of these strategies among our faculty have not only enriched the learning environment but have also fostered a sense of community and mutual support among teachers and students alike.

Our draft PD calendar is as follows:

Semester 1			Semester 2		
Month	**Date**	**Topic**	**Month**	**Date**	**Topic**
August 2025			**January 2026**		
	08/04/25	Opening Meeting: What is our purpose?/ Set Goals		01/07/26	Mindset Mastery: Follow up PD
	08/05/25	Mandated Trainings		01/14/26	No Meeting: Grading Session
	08/06/25	Overview: 5 Dimensions of Teaching & Learning		01/21/26	No Meeting: Parent Conferences
	08/07/25	Grade Level Meeting		01/28/26	PD: ELPAC Administration
	08/08/25	Classroom Prep/ Individual Planning	**February 2026**		
	08/13/25	Data Analysis: How to Guide Our Instruction		02/04/26	Data Analysis: Winter Benchmarks
	08/20/25	Department Meeting w/Lead: STEM & Humanities		02/18/26	EpiPen Training
	08/27/25	Back-to-School Night Team Prep		02/25/26	5 Dimensions of Teaching & Learning: Student Talk
September 2025					
	09/03/25	Emergency Protocols	**March 2026**		
	09/10/25	Data Analysis: Fall Benchmarks- Data Analysis Protocol & Instruction		03/04/26	Mindset Mastery: Follow up PD
	09/17/25	Positive Behavior Intervention Systems (PBIS): Common Expectations		03/18/26	No Meeting: Open House Prep
	09/24/25	5 Dimensions of Teaching & Learning: Scaffolds for Learning (Differentiation)		03/25/26	No Meeting: Grading Session
October 2025					
	10/02/25	Mindset Mastery: Trauma-Informed Practices	**April 2026**		
	10/08/25	English Language Development: Designated & Integrated		04/01/26	No School: Spring Break
	10/15/25	No Meeting: Grading Session		04/08/26	No Meeting: Parent Conferences
	10/22/25	No Meeting: Parent Conferences		04/15/26	Positive Behavior Intervention Systems: Reflection on current systems
	10/29/25	Grade-Level Meetings		04/22/26	CAASPP Administration
November 2025					
	11/05/25	5 Dimensions of Teaching & Learning: Assessments	**May 2026**		
	11/12/25	PD: Administering the CAASPP Interim Assessments		05/06/26	No Meeting: Prep for Spring Fiesta
	11/19/25	Department Meeting STEM & Humanities: (Content-Specific Vocab & Comprehension)		05/13/26	Data Analysis: Spring Internal Benchmarks
	11/26/25	No School: Thanksgiving Break		05/20/26	Staff Meeting/ PD: End-of-Year Reflection
December 2025					
	12/03/25	Data Analysis: CAASPP Interim Assessments	**June 2026**		
				06/03/26	Independent Work: Close Cumulative Records/ Finalize Report Cards
		No School: Winter Break (12/15/25-01/02/26)			

In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, Positive Behavior Interventions and Supports, Ability Awareness, 504 and IEP Implementation, English Language Development, Cultural Proficiency, Depth and Complexity, dual language instructional strategies, and integration of technology for the 21st Century. Faculty is encouraged to attend these workshops and seminars. Teachers are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level to ensure application of new concepts and successful implementation of new skills. Additionally, professional development is adjusted annually to account for any new legal requirements, as applicable.

RECRUITING CREDENTIALED TEACHERS

In order to increase efficiency in hiring/ retention and to ensure consistency and compliance in the recruitment and selection process, it is recommended the following steps be followed. This policy is intended to be used as a reference to the Hiring Process at Los Angeles Leadership Academy.

Step 1: Identify Vacancy
When it is determined a new position is needed, the administrator will email the COO of the vacancy. Ensuring alignment with the job description, they will note the minimum qualifications desired (e.g., degrees, minimum number of years of experience, etc.).

If a new position is created, a job description outlining all duties, responsibilities, and qualifications is required, along with the CEO/Superintendent approval. The CEO/Superintendent reserves the right to appoint qualified internal candidates and external candidates to vacant positions.

Step 2: Job Posting
The COO will post the vacant position, along with Job Descriptions and desired requirements, via some of the following avenues:

1. Edjoin: www.edjoin.org – Postings for a minimum of 10 calendar days, or until filled.
2. CA Charter School Association: http://www.publiccharters.org/job-board/
3. LALA website: www.laleadership.org
4. Internal email sent to LALA staff: notifying them of possible job openings
5. Job Board: printed and posted for all employees to view

Step 3: Screening Process
The COO will conduct all paper screenings; ensuring candidates meet all applicable requirements (e.g. credentials, degrees, experience, etc.).

Candidate(s) **not** moving on to the next round
Human Resource Office will send a letter to all candidates that didn't move to the next round, thanking them for their submission.

Candidates moving on to the next round
The COO will provide each Administrator with a *candidate packet* consisting of each qualified applicant's resume, letter of intent, letters of recommendation, and credentials, if applicable. In addition, they will receive the job description along with interview questions/ writing prompts related to the position.

Upon receiving *candidate packets*, the administrator is responsible for setting up interviews with potential candidates, as well as calling references (if approved by candidate). Notification of formal interview date and time will be emailed to interview panel. A list of what to ask during reference checks will be utilized as reference.

Step 4: Interview Process

Interview Process for Teachers

1. Formal Interview

The Interview Panel will consist of a minimum of 1 administrator, minimum of 2 teachers, 1 counselor, 1 Human Resource official.

a. Writing Prompt – candidate completes writing prompt upon arrival. The same predetermined prompt is given to all candidates
b. Formal Interview with Panel – predetermined interview questions are issued to the interview panel prior to the interview. All candidates will be asked the same questions.

Upon completing the formal interview, the panel members will complete their evaluations and interview notes. Candidate evaluations will include only those comments which are relevant to the requirements of the position.

Once all the interviews have been completed, the interview panel will meet to discuss the candidates and make an objective decision for those moving to the next round. The documentation will demonstrate the selection criteria.

Candidate(s) **not** moving on to the next round

All formal interview documents shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. Human Resource Office will send a letter to all candidates that didn't move on to the next round, thanking them for their submission.

Candidates moving on to the next round

All formal interview documents shall be placed in the *candidate's packet* and kept by the administrator for the next round. The administrator is responsible for setting up a Demo Lesson with the selected candidates. Notification of Demo Lesson date/ time will be emailed to the panel.

2. Demonstration Lesson

The Interview Panel will consist of a minimum of 1 administrator, minimum of 2 teachers, 1 counselor.

a. Lesson Plans – candidates will submit a lesson plan, including the following components, as outlined in the CBA
    I. Standards
    II. Language Objectives
    III. FLT's (Focus Learning Target)
    IV. 21st Century Standards/Social Justice/Leadership
    V. Measurement of Student Success/Assessment
b. Demonstration Lesson – candidates will give a 20-30 minute demonstration to the panel, following the plan submitted. After the lesson, panel may have a Q&A with candidate regarding lesson presented.

Upon completing the demo lesson, the panel members will complete their evaluations and notes. Candidate evaluations will include only those comments which are relevant to the requirements of the position.

3. Meet and Greet

Following the Demo Lesson, the candidates will be invited to meet and collaborate with stakeholders (e.g., teachers, parents, students, staff, etc.)

Once the Demo lessons and Meet and Greet have been completed for all selected candidates, the interview panel will meet and make a recommendation to the CEO/Superintendent or administrative designee as to which candidate should fill the position. The documentation will demonstrate the selection criteria.

Candidate(s) **not** selected for the position
All interview documents (i.e. formal interview and demo lesson evaluations) shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. Human Resource Office will send a letter to all candidates that didn't get selected, thanking them for their submission.

Selected Candidate

All interview documents (i.e. formal interview and demo lesson evaluations) shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. The administrator will contact the final candidate and issue them a LALA Offer Letter. The administrator will then notify the Human Resource Office so that they can close the job posting and begin the required paperwork with the selected candidate.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

LALA will meet all applicable legal requirements for English Learners, including Long-Term Els and English Learners at risk of becoming Long-Term ELs, as it pertains to annual notification to parents, student identification, placement, program options, English language development and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The Charter School will implement policies and procedures included in the LALA English Learner Master Plan ("Master Plan") for English Learners to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Master Plan also provides direction and guidance to staff and stakeholders regarding the services available to parents and EL students.

The goal of Los Angeles Leadership Academy's English Learner program is to develop English language literacy in each English Learner as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. Los Angeles Leadership Academy recognizes that this goal can be accomplished through programs that are ELD standards-based and well-designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide for our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English

learners. With a common understanding of the goals and procedures, faculty will ensure that English learners receive consistently implemented services designed to meet their academic needs.

The programs and services contained in the Master Plan were developed based on state and federal laws, LAUSD guidelines, Board policies, and research-based best practices in instruction for ELs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

The objective of LALA is to:

- Develop and implement effective programs for ELs as described in the Master Plan for English Learners.
- Ensure that all ELs have access to and achieve mastery of the English language.
- Decrease the risk of failure and retention while lowering the affective filter (negative emotions) of ELs.
- Strengthen parent involvement and engagement in their child's academic plans.
- Increase EL participation in advanced academic programs and enrichment opportunities.
- Engage ELs in meaningful cultural, social, and academic activities.

The Master Plan not only works to ensure compliance with program mandates for our students, but works towards providing them with a 21st Century skills education. Our intent is for our students to graduate from Los Angeles Leadership Academy with the cognitive skills and experiences necessary to succeed at post-secondary education and in all facets of their lives.

PROCESS FOR IDENTIFYING ENGLISH LEARNERS

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, upon initial enrollment in a California public school, LAL will administer the *Home Language Survey*. All students who indicate that their home language is other than English and who have not previously been identified as an English learner by a California public school or for whom there is no record of prior ELPAC test results, will be assessed using the ELPAC Initial Assessment ("IA"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The IA must be administered within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. English Learners will take the ELPAC Summative Assessment ("SA") annually thereafter until redesignated as Reclassified Fluent English Proficient ("RFEP"). The ELPAC SA is only given to students who have previously been identified as an EL, based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be redesignated as RFEP, to help inform proper educational placement and to report progress for accountability. The ELPAC SA testing window will be a four month window after January 1 (February 1–May 31).

The Assistant Principal assesses English language proficiency of all currently enrolled English learners in accordance with applicable legal requirements. Students with disabilities are permitted to take the

ELPAC with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School notifies parents of the Charter School's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act ("ESSA") for annual English proficiency testing.

Students are monitored in conjunction with the four Performance Level Descriptors ("PLD") approved by the State Board of Education:

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light- to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Source: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

Parents are notified of their rights and their child's ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATION PROGRAMS FOR ENGLISH LANGUAGE ACQUISITION

If a student is not reasonably fluent in English according to the established criteria, then placement in a program to develop proficiency in the English language is indicated. Support services in the program must include English Language Development which meets the standards of the ELA/ELD Framework. This framework identifies the linguistic competencies English learners must develop in order to achieve proficiency in English and aligns these competencies with the CCSS for ELA. In addition, the ELA/ELD Framework addresses content and pedagogy, assessment, access and equity, learning in the 21st Century, implementing instruction, and instructional materials and resources, providing teachers of ELD with current, research-based tools and information.

Currently, Integrated ELD is provided by credentialed, bilingual teachers in the classroom through standards-based, differentiated instruction in the core curriculum as well as 30-45 minutes of Designated ELD instruction each day. ELD instruction is given according to a student's assessed proficiency level and is based on the current ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the CCSS for ELA. As a supplement to our teacher-created ELD instruction, we use the ELD component of *StudySync*, a research-based program which provides active learning opportunities and scaffolded instruction to move English learners to reading proficiency and independence. In particular, the additional texts and activities take a closer look at the language choices that authors make to communicate their ideas, for example, by prompting students to look up the precise meanings of certain highlighted words. Individual and group activities aid in developing students' comprehension of the reading, with tools such as speaking and writing frames, self-assessment rubrics. Moreover, *English 3D: Course C* from Houghton Mifflin Harcourt is used at the high school level. The course is aligned with the tenets of LALA as the content brings activates the preexisting linguistic, cultural assets, and background knowledge of multilingual learners in the classroom. The instruction is elevated through relevant topics and texts, translanguaging, contrastive analysis, and home language connections.

SDAIE strategies are used to provide services and supports for English learners in the classroom, throughout the school day. These strategies are used across the curriculum. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE strategies also include:

- Speaking slowly and providing repetition
- Using visuals and realia
- Context embedded instruction (rather than isolated skills)
- Using manipulatives and hands-on experiences
- Limiting use of idiom during instruction and interaction
- Activating prior knowledge to promote scaffolding
- Using journal writing to express feelings and promote reflection
- Limiting teacher-centered instruction
- Focusing on meaning rather than form
- Using cooperative learning structures
- Providing graphic organizers (Thinking Maps, etc.)
- Playing games
- Providing multimedia instruction
- Using preview and review
- Using music, art and drama to support comprehension
- Using alternative assessments to gauge progress
- Using gestures and facial expressions to support comprehension
- Using physical movement
- Designing multicultural activities
- Providing ample time for reading

GLAD strategies are also used to support the academic language development of English learners. See discussion under Instructional Methods and Strategies.

How the Program Will Ensure Students Make Adequate Progress Toward Mastery of the ELD Standards and Use the Results of the ELPAC to Support and Accelerate Student Progress

The current ELD instructional program ensures that all English Learners master the English language and have access to the core curriculum through the following required components:

- Well-articulated, standards-based, differentiated ELD instruction specifically designed for English Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum with SDAIE
- Structured activities designed to develop multicultural awareness and positive self-esteem.
- Integrated and designated ELD instruction as outlined above.

The results of the ELPAC are used to make placement decisions for students, pursuant to Education Code Sections 313 and 60810(d). Students with Beginning, Early Intermediate, or Intermediate proficiency levels are considered English Learners and are placed in the ELD program. Once a student is identified as an English Learner, the student must be assessed annually with the ELPAC until they meet the eligibility criteria and are reclassified to fluent English proficient.

How the School Will Provide ELs at all Proficiency Levels with Meaningful Access to the Full Curriculum, Including but not Limited to Identification of Specific Instructional Strategies and Interventions in Both Designated and Integrated ELD Through the Use of the ELA/ELD Framework

See immediately preceding sections above and *Curriculum and Instruction: English Language Arts, World Language,* and *English Language Development* sections above. Instructional strategies discussed throughout this EL section (Designated and Integrated ELD, GLAD, SDAIE) as well as throughout this petition (constructivist learning, collaborative learning, etc.) all are intended to not only facilitate core content acquisition and mastery but also language acquisition and mastery, specifically English mastery for our English learners.

Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of techniques such as SDAIE, scaffolding and Structured Instruction Observation Protocol model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

Process for Annual Evaluation of the English Learner Program

In order to evaluate the effectiveness of the English Learner Program, LALA analyzes the data to monitor individual and school-wide English proficiency and achievement in core academic subjects, as well as reclassification data. Because effective instruction is so important to the success of English learners, administrators monitor teachers (during formal and informal classroom observations) to ensure:

- implementation of essential questions, content area standards, language objectives, ELD standards, and Depth and Complexity levels in core academic subjects.
- use of differentiated instructional delivery, as appropriate, and use of SDAIE, designated and integrated ELD strategies to support English learners.
- planning and implementation of the ELD instructional block through collection and analysis of lesson plans.

LALA also collaborates with stakeholders, including the English Learner Advisory Committee ("ELAC") to review and refine programs as needed.

Process and Specific Criteria for Reclassification

The Charter School's Principal or designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student's CUM file and reflected in the student information system. ELs are reclassified to fluent-English-proficient based on multiple criteria. The minimum criteria to be considered for reclassification are:

Reclassification Criteria

- English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- Meet one of the following three criteria:

    - Score of Standard Met or Exceeded on the most recent CAASPP exam
    - Language and Reading proficiency as measured by internal benchmarks
- Teacher evaluations based on student English Language Arts and ELD grades/progress report marks*
- Parent consultation and approval

Student Assessments

LALA administers curriculum-embedded and grade level ELD assessments to monitor student progress. Los Angeles Leadership Academy will also make use of embedded assessments to regularly measure the English language proficiency of all ELs. Los Angeles Leadership Academy will monitor EL development of language using:

- ELPAC Scores
- Common Benchmark Assessments
- ELD Assessments
- Multiple Cross-Curricular Embedded Assessments

The results of these assessments are compared to the Minimum Progress Expectations by the instructional program. When students have not made adequate progress, interventions are applied. These interventions and other instructional supports will focus on helping the student accelerate their growth toward the expected level of English proficiency.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED TO FLUENT ENGLISH PROFICIENT STUDENTS

Students who are English learners are monitored annually using both Charter School-adopted formative and summative assessments and the ELPAC. The Charter School-adopted assessments are used to determine students' English language proficiency and academic performance. English learners are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is analyzed to identify individual students who are not meeting this expectation and appropriate interventions are applied at the Charter School site. In addition,

- the use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
- teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
- LALA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
- LALA will maintain ELPAC test results, home language surveys, ELD Matrix forms, parent notifications, and primary language test results inside the ELD Folder located in the student's cumulative record.

LALA administers grade-level ELD assessments at least two times annually to monitor student progress. Progress will also be monitored through ELPAC scores, common benchmark assessments, and curriculum-embedded assessments. Students who do not meet Minimum Progress Expectations on these assessments will receive an intervention plan with specialized support.

An EL's progress is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency as well as academic performance. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach full English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation and consequently identify appropriate interventions to be implemented.

1. The use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.

2. Teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.

3. LALA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.

4. LALA will maintain test results, ELD matrix forms, parent notifications, and primary language test results inside the ELD folder located in the student's CUM.

LALA will continue to monitor our reclassified English Proficient students' academic progress for a minimum of four years. At least once yearly, a Language Appraisal Team ("LAT") meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Testing Coordinator (the Assistant Principal or their designee), the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The EL Coordinator coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each semester for a minimum of four years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

PROCESS FOR MONITORING PROGRESS AND EFFECTIVENESS OF SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELS) AND FOR STUDENTS "AT-RISK" OF BECOMING LTELS

Regular and documented progress monitoring is essential to ensuring that English learners achieve language and grade-level proficiency and are eligible for reclassification. To this end, English learners are monitored regularly throughout the school year through formative and summative assessments in language and literacy. Every certificated teacher who has English learners in their class is responsible for monitoring and documenting EL progress. The academic progress of EL students who have been reclassified as Fluent English Proficient is monitored and documented twice yearly, for a period of four years.

DUALLY DESIGNATED STUDENTS

The Charter School follows all CDE guidance on the reclassification process for dually identified students who have been designated as EL and are also found to be eligible as students with disabilities under the IDEA. English learners who have an IEP must have their progress monitored consistently by the IEP team. The IEP team must document the instruction, services, and supports that are needed to support dually identified ELs. This includes documenting the student's performance in ELD as evidenced by school and state level data and providing a description of how the student's ELD level and/or performance impacts the student's progress toward meeting the reclassification criteria and the IEP goals and objectives. The IEP team is required to address the provision of services and supports for ELs under FAPE.

All students, including dually identified students or EL students with disabilities, must meet all four state-mandated reclassification criteria to exit EL status. These criteria are:

1. Assessment of English language proficiency using the Summative ELPAC and Summative Alternate ELPAC
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age that that demonstrates whether the student is sufficiently proficient in English to participate in a curriculum designed for students of the same age whose native language is English.

Members of the IEP team for EL students will include staff with language development expertise and Speech-Language Pathologists in order to ensure EL students with disabilities have appropriate ELD goals and that the student is not misidentified as having a disability when language acquisition is the primary support needed.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

LALA meets the needs of gifted and talented students and students achieving above grade level (collectively, "GATE") by seeking to identify these students and ensuring that they receive daily, differentiated classroom instruction relevant to their needs, including enrichment, which might consist of independent study and original research opportunities, and flexible pacing strategies such as curriculum compacting. In addition, the program for GATE students includes monthly activities (for example, participation in the middle and high school honor society chapters), options to participate in interest clubs, after school enrichment classes (i.e., engineering, robotics, coding), and student portfolios. While these activities are for all students, GATE students may have advanced requirements. All students have access to the activities, but assignments may be differentiated.

At the start of the school year, the LALA GATE Coordinator (the Principal or designee) holds a GATE parent advisory meeting to discuss the GATE program and requirements. At the beginning of every quarter, LALA holds a GATE parent advisory meeting to discuss issues regarding the GATE program, social and emotional issues related to GATE and high-achieving students and other topics of interest to parents of GATE and high-achieving students. The GATE program is implemented by the classroom teachers and overseen by the GATE Coordinator. Teachers meet with the Principal at the beginning of the year to review student subgroup data, and receive class lists identifying students' GATE status. LALA has the following goals for the GATE program:

- Students will become critical thinkers and problem solvers.
- Students will use increasingly complex levels of thinking and production.
- Students will accept greater responsibility for their own learning.
- Students will develop civic responsibility and an open-minded perspective towards a universal citizenship.

CATEGORIES AND PROCESS OF IDENTIFICATION

The timelines for identification are as follows:

- October-November: Teacher recommendation is submitted to GATE Coordinator
- Teacher completes Renzulli-Hartman Inventory of Superior Students
- Parent completes the Student Inventory
- Documentation is collected and placed in a student file. At the end of the second quarter, teacher(s) meet with GATE Coordinator for an evaluation meeting to review assessment results (demonstrating that student has exceeded the standards in ELA and/or Math) and academic achievement for the previous two years, parent inventory, and any other supporting documentation (i.e. internal benchmark assessments)
- A parent meeting is scheduled within 15 days of the evaluation meeting to discuss results. If the student qualifies, the official recommendation is made and parent signature is requested as written consent to move forward with the identification process.

GATE students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the GATE Program.

High Achievement Ability

Grades 6-8: Students who demonstrate high achievement at advanced levels determined by quarterly benchmarks assessments (performing at advanced levels on the CAASPP test in both English Language Arts and Mathematics for two consecutive years), grades, and teacher recommendation.

Grades 9-12: Students who consistently function for two consecutive years at advanced levels determined by the CAASPP assessment in both English Language Arts and Mathematics, quarterly benchmark assessments (MAP NWEA, and STAR Reading), grades and teacher recommendation. A candidate's performance in Science or Social Science may also be considered in addition to English Language Arts and Mathematics.

Specific Academic Ability

Students who demonstrate above grade level performance for 3 consecutive years in ELA or Mathematics as measured by CAASPP assessment or internal benchmarks assessments.

Leadership Ability

Students who show confidence and knowledge, influence others effectively, have problem-solving and decision-making skills, express ideas in oral or written form clearly, show a sense of purpose and direction (as determined by administrator and teacher observations), and who participate in documented community service projects are eligible to participate in the GATE program:

- Students referred in this category should evidence characteristics in the exceptional range and have evidence to support abilities.

- A plan to support student's identification will be devised by the GATE Coordinator.
- The Student Portfolio is an important component of the evaluation.

Notification of Eligibility or Non-Eligibility
LALA notifies the parents of student's eligibility (or non-eligibility) and provides parents with a program overview. The Dean of Student Support Services places an orange folder in the cumulative files containing the Report on Eligibility or Non-eligibility. A Parent Consent for Participation in the GATE Program must be signed and placed in the orange folder of each student participating in the program.

Professional Development for Teachers of GATE Students

All teachers are provided access to Byrdseed Gifted Education, a website dedicated to the unique academic, social, and emotional needs of gifted learners, and Byrdseed TV, a collection of videos designed to help teachers integrate learning opportunities for gifted learners into regular classroom settings.

Teacher Preparation

- PD is facilitated by GATE Coordinator
- National Association for Gifted Children – required self-guided models for teachers
- Professional growth opportunities for teachers to become leaders, to train others

Progress Monitoring

The academic progress of GATE students is monitored by the GATE Coordinator. A progress report reflecting grades, awards, recognition for community service, etc. is placed in the student's orange folder.

Meeting the Educational Needs of GATE Students
Differentiation strategies – Teachers receive PD and Support for strategies such as Curriculum Compacting, depth and complexity icons.

Additional Enrichment and Support for Students

- Biweekly after-school activities with students
- Fall and Spring information Meeting with Parents

As mentioned above, the Principal or designee serves as the GATE Coordinator.

Students Achieving Below Grade Level

Students achieving below grade level will be identified through teacher observation and scores on summative assessments, benchmark assessments, and progress reports. Students who have been identified as at-risk or low-performing students have interventions as appropriate according to the MTSS model, outlined below and recommended by our SAP or SST. Interventions may include before or after school intervention sessions, Saturday School, or one-on-one tutoring from the classroom teacher. Students lacking phonemic awareness and fluency are referred immediately to the Learning Center for rigorous targeted instruction. The Assistant Principal monitors student progress in collaboration with administration and the SAP or SST team by collecting data from summative assessments, benchmark

assessments, and progress reports in addition to work samples, and the data collected from the computer-based intervention programs. (ALEKS Math Program, Achieve 3000).

LALA implements Multi-tiered System of Supports a multi-tiered approach to the early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The descriptions below detail the MTSS Tiers for academic and behavioral interventions.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions.

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on within a few weeks of enrollment a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on internal benchmark assessments are referred, through the Student Assistance Process ("SAP"), to receive additional academic supports that may include, but not limited to: before and after school tutoring and small group instruction in class. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally exited from the intervention but continue to be monitored. Students not showing adequate progress are moved to Tier 2.

Tier2: Targeted Interventions

Targeted Interventions are provided during the school day two to three days a week for 45 minutes. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, providing instruction or intervention. These services and interventions are provided by an intervention specialist in small-group settings in the classroom in addition to instruction in the general curriculum. The intervention specialist uses programs such as Achieve 3000 and the STAR Reading to monitor student progress and customize the guided reading lessons based on the needs of students. Students who continue to show minimal or no progress at this level of intervention are then considered for more intensive interventions through the SST process as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Intensive Interventions will be provided during the school day twice per week at the Learning Center. The intervention specialist will provide intensive support using the guided reading model to students in groups of 2-5 students per session. The intervention specialist will use programs like Achieve 3000 and ALEKS Math to monitor student progress and customize lessons. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the

Individuals with Disabilities Education Improvement Act. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

STUDENT ASSISTANCE PROGRAM/ STUDENT SUCCESS TEAM

LALA utilizes two student support structures to maximize student success across all grade levels.

1. The Student Assistance Program, overseen by the Assistant Principal under the leadership of the Principal, is a learning support program under the MTSS umbrella structure that brings together support staff at the school site to develop and monitor strategies and resources that serve as prevention and intervention efforts, contributing to student success. The SAP process focuses on individually referred students and coordinates available interventions, programs, services and best practices to promote and monitor academic success of referred students. The SAP team is composed of the classroom teacher, administrator (or designee), parent, student, Intervention Teacher, and an additional staff member that can support the student. The Assistant Principal is the SAP Coordinator.

When a student needs additional support in school despite the teacher implementing in- class tier I support, either the teacher, parent or any other staff member refers the student to the Student Assistance Program. The team convenes to obtain a comprehensive assessment of students needs and develop a strategic plan for support tailored to the current needs of the student. After the initial meeting, the SAP Team reconvenes periodically every 4-5 weeks to evaluate student progress, the effectiveness of the strategies in place, and make changes as needed. If the SAP process does not yield any gains, the student then begins the SST process.

2. Student Success Team: If, after receiving support through the SAP process, the student makes minimal or no progress, the Student Success Team then begins the meeting process. The Student Success Team is similar in various aspects to the SAP Team. The Student Success Team ("SST") is a problem-solving structure that assists students, families and teachers in seeking positive solutions and coordinating resources to maximize student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. The SST Team includes the members of the SAP team and in addition the Teacher (Resource Specialist) Resource Specialist Teacher and when applicable, an outside service provider. All documentation from the SST process is recorded in the student's cumulative record. At any given time, the administrative and instructional team may determine that a student must either be referred directly to the SST process or evaluated for Special Education services.

Asset -based Model: The SST always starts with a discussion of a student's strengths/assets and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family, and health. Participants are encouraged to collaboratively brainstorm solutions to address areas of concern.

Service Coordination: An action plan of interventions and supports designed to address the student's needs is developed and team members are assigned responsibility for each action item.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success.

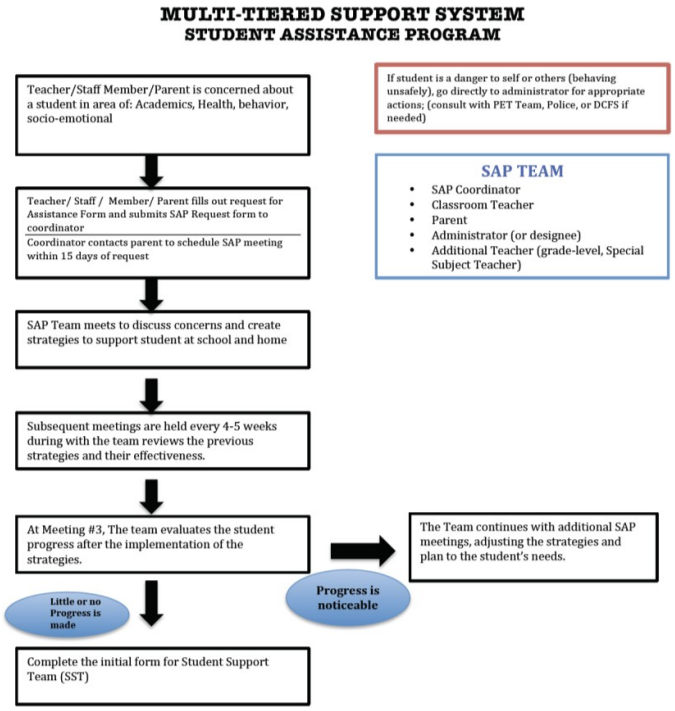
Benefits: The coordination of school, home and community interventions improves student learning, and provides focused, positive support to teachers, families, and students.

The SST can help students who are facing significant concerns related to:

- academics
- attendance problems
- behavioral/emotional issues
- consideration for Special Education eligibility
- health issues (including substance use/abuse)
- retention
- social adjustment

STUDENT ASSISTANCE PROGRAM PROCESS

Flow Chart

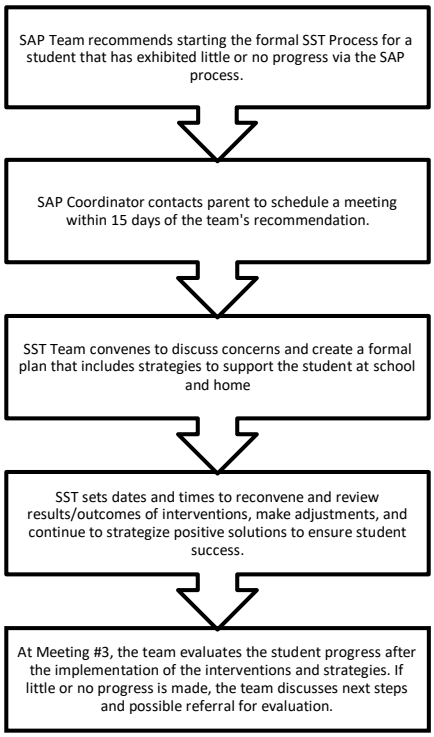


Student Success Team

The Student Success Team is a positive team-oriented approach to assisting students that may still need additional support related to academic, behavioral, and/or social emotional health. Most commonly, a student will enter the SST process after they have made little or no progress through the SAP process. At any point, the Administrative and instructional team with parent consultation, will agree that a student needs to bypass the SAP process and be referred directly to the SST process.

The STT meeting provides everyone an opportunity to develop an understanding of student's strengths and areas of concern. The SST formulates a plan to support student success based on resources and strategies available. Follow up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success.

Student Success Team



SST Team

- Parent/guardian is always invited
- Students participate as appropriate
- Administrator (Principal, Assistant Principal)
- Classroom Teacher(s)
- Additional Grade Level Teacher
- ~~Learning Center~~ Teacher (MTSS Specialist) Support Professional
- On-site resource/support staff
- Parent Liaison
- Teacher (Resource Specialist)
- Support Staff member, when appropriate
- Service Provider (i.e. counselor, Speech Pathologist, Occupational Therapist), when applicable

The SST is comprised of the following members:

- Parent/guardian is always invited
- Students participate as appropriate
- Administrator
- Classroom Teacher
- Additional Grade Level Teacher
- Learning Center Teacher (MTSS Specialist)
- Parent Liaison
- Resource Specialist–RSP Teacher
- Support Staff member, when appropriate
- Service Provider (e.g., Counselor, Speech Pathologist, Occupational Therapist), when applicable

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Almost all of our students are socio-economically disadvantaged.[152] As such, our entire program is designed to meet these students' needs. LALA screens for socio-economically disadvantaged students during intake in enrollment forms, parent meetings, parent conferences, and throughout the year. Because this population of students intersects other sub-groups in our Charter School population, we analyze data to see where we can provide intervention. Our socio-economically disadvantaged students have their instructional, personal, and emotional needs met by the entire LALA staff, including teachers. We provide a variety of enriching experiences in the arts, education in health and wellness including our school garden program and healthy eating information, field trips to places such as The Grammy Museum, The Science Center, Descanso Gardens, Griffith Observatory, Autry Museum, and more to support our grade-level standards. Our comprehensive before- and after-school program includes both academic support and enrichment activities such as computer literacy, use of technology tools, social-emotional well-being of students, parenting, healthy eating habits, reading assessment reports, engagement in school-based activities. Throughout the year, the Charter School offers physical fitness classes at no cost to parents as well as fresh vegetables and fruits from our urban garden. As needed, when families have a need for support in the areas of medical, dental, legal or other community services, we provide referrals to local city and state assistance programs. The Charter School allocates funds to provide uniform and transportation assistance to families that cannot afford to purchase them throughout the school year. The progress of these students is monitored continuously by classroom teachers, and the administrative team.

STUDENTS WITH DISABILITIES

See Federal, State and District Required Language at the start of Element 1.

STUDENTS IN OTHER STUDENT GROUPS

Through our student-centered program, LALA offers support to students with special needs, whatever those needs may be. Our MTSS program, detailed above, is carefully designed to ensure early identification of student needs and the careful application of appropriate supports through a collaborative, iterative process that engages the student's parents/guardians.

LALA 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. The Charter School shall provide specific information, in its outreach materials, website, and at outreach meetings and activities that notifies parents that the Charter School is open to enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859. LALA's Principal or designee serves as the Homeless Youth Liaison.

Foster youth, students experiencing homelessness, and any other related subgroups, are identified by Charter School personnel through the enrollment process, and supported through coordinated activities

[152] 94% were designated SED for the 2023-24 enrollment year. https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647331996610&agglevel=school&year=2023-24

with other entities/agencies. Students' identification in these, or any other, subgroups has no bearing on their enrollment status. Once students have been identified, LALA works to locate additional support services on a case by case basis. Students are assisted by office staff and school administrators. The Principal or designee serves as the Foster Youth Liaison. As with all other students, the Dean of Student Support Services monitors both individual and subgroup performance and progress based on benchmark assessments, state testing, teacher feedback, and involvement in the MTSS process.

A TYPICAL DAY

MIDDLE SCHOOL

At Los Angeles Leadership Middle School Academy, our goal is to prepare students for college and career readiness. Our focus is on developing students to be scholars, creators, and activists. We strive to create a culture of learning through rigorous and engaging lessons, while providing a safe environment and the tools to develop a growth mindset. Our staff is dedicated to providing a welcoming environment that feels like home for all stakeholders. A typical day at the middle school:

6:30 am	Office Manager and first Custodian arrive to open the school and receive breakfast drop off.
6:45 am	An Administrator, one Campus Supervisor, and the Cafeteria Worker arrive.
7:00 am	The Assistant Principal and other Certificated staff begin to arrive on campus.

Certificated staff begins to arrive as soon as the Charter School is open. A teacher's scheduled hours are 7:45 a.m. to 3:45 p.m. and an administrator's hours are 7:30 a.m. to 4:30 p.m.

7:30 am The front gate is opened and students begin to enter campus. Students report to their designated areas. Breakfast is served from the middle school cafeteria and Multi Purpose Room. Paraprofessionals assist administrators in the supervision of breakfast. Students enter campus through the main entrance on Griffin Avenue dressed in their uniforms, backpack, and any project that is due for submission. The students are greeted at the gate by an administrator. While some students arrive walking, others are dropped off at the valet drop off and are helped out of the car by a classified staff prior to being greeted at the gate. Students greet all adults in English and Spanish. The Parent Coordinator and parent volunteers support by welcoming the families, answering questions, and opening the vehicle doors for students to exit safely.

After walking past the main entrance, students greet the front office staff and head directly to the cafeteria for breakfast. The students line up by grade level outside the cafeteria. Breakfast and lunch times are used to practice the target language so students are engaged in conversations in Spanish and communicate with staff members in Spanish as well. Students that are scheduled to attend tutoring clean up their eating area and await to be picked up by the teacher.

Other students finish their breakfast and engage in silent reading as part of the AR program. Various students upon finishing their breakfast volunteer to clean up the eating area and support younger students with opening their milk cartons and meal packaging. Student Council members greet their peers and offer homework support to younger students if needed.

8:00am An administrator checks the grounds to ensure that all students are in classes and accounted for. Administrators also tend to any issues that may come up before the school day begins.

The office begins issuing tardy slips to students who arrive late, documenting reasons for late arrival. After all students have been checked in, the data entry clerk begins calling parents of absent students and generating attendance data for the day.

Volunteers may arrive and sign-in through the office.

The Counselor begins working with selected students and/or conducting assessments.

The technology staff begins assisting classrooms with computer or teacher technology needs.

Paraprofessionals work in classrooms, supporting the instructional program as directed by teachers.

All middle school students start the day with Advisory. During advisory student announcements are made via the school public address system. Advisory time may also be used as Sustained Silent Reading Time on non-announcement days.

8:10 am Period 1: English

Classes are a 53-minute block. Daily, students are scheduled for English, History, Math, Science, Physical Education, Advisory, "second chance" breakfast, and designated ELD or an elective class. On early dismissal days, the designated ELD or elective period is 30 minutes.

Focused, rigorous standards-based instruction occurs throughout the day for middle school students. Students are highly engaged and motivated during the classroom lessons as they collaborate with each other. Teachers facilitate the learning process. A typical middle school classroom size has approximately 25 students per class. The class size allows for small group student collaboration and individualized teacher to student attention. Along with more attention to the students, teachers will model, share, demonstrate, and teach a rigorous and standards-based curriculum.

Teachers know the students. Whether students are English language learners, special education students, high achievers, and/or socio-economically disadvantaged, teachers pay close attention to how these students are grouped heterogeneously throughout the day and homogeneously during small group instruction. Grouping students with similar needs allows the teacher to maximize instructional time with students and target their specific needs through differentiated instruction. Teachers are trained to utilize many strategies to scaffold the curriculum for all students but especially for those students who are at-risk. Formative assessments help monitor the progress of students' mastery of the standards and provide teachers and students with specific feedback to guide re-teaching and enable students to progress.

Teachers are caring, sensitive, and motivating. They have open communication with parents on a daily basis and ensure that students do not fall behind in the curriculum or have ongoing difficulties that go unnoticed. Teachers intervene at all levels (academically, emotionally, socially, and economically), providing resources and support as necessary.

9:05 am Period 2: History

In order to develop global citizens and agents of change, it is important for LALA students to develop a strong sense of historical, social, economic, and political trends which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms.

9:58 am "Second Chance" Breakfast

Students take a 15-minute nutrition break during which they have an opportunity to eat a snack. Paraprofessionals and administrators supervise the common areas.

10:15 am Period 3: Math

LALA believes that 21st century skills include the ability to ask and answer questions, test ideas, show proof, measure and represent information, and express ideas clearly and effectively (see Goals and Philosophy portion of Petition for Renewal). Mathematics is a natural discipline in which to practice these and other problem-solving and critical-thinking skills. For example, to develop problem-solving skills, students must think about the processes involved, not just about whether the answer is correct. To develop critical-thinking skills, students must be able to apply learning from one context to another. Therefore, mathematics instruction at Los Angeles Leadership Academy Middle School is focused on fully developing the Common Core State Standards for Mathematics and Mathematical Practices.

11:10 am Period 4: Science

LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science, as required by the Next Generation Science Standards. In Science class, students are presented with daily activities that help them explore and ask questions about the world around them,

as well as be active in making good changes. The course is designed for students to think and ask questions like scientists in the real world, while engaging in hands-on labs.

12:03 pm Lunch

12:47 pm Period 5: Physical Education

This dynamic and engaging course is designed to promote physical fitness, healthy habits, and teamwork while aligning with the California Physical Education Content Standards. Throughout the year, students will participate in a variety of activities that encourage lifelong fitness and well-being.

1:44 pm Period 6: Advisory

Students are more successful if they develop strong relationships with a supportive adult. While all LALA teachers are committed to helping students, advisory is a time for students to connect with an assigned teacher advisor who provides mentorship, advocacy, and guidance throughout students' four years of high school. Advisory is not an attendance or sponge period; it is a time for the teacher who is paired with those students to observe and support their academic and socioemotional development by asking and answering questions, acknowledging accomplishments, addressing concerns, and creating a caring community. The advisory teacher also works to develop a collaborative relationship with students' parents or guardians. The relationships built during advisory help students move more easily through their high school years by providing them access to the same committed, caring adult who has come to know each student and each student's family, enabling that adult to offer appropriate and individualized guidance and support.

2:18 pm Period 7: Designated ELD or Elective Class

3:11pm Regular Dismissal

Administrators supervise dismissal and communicate with parents and teachers to resolve any issues and maintain a safe environment.

Students in the All-Stars After School Program meet at their assigned classrooms and check in with instructors.

6:00 pm Afterschool program ends

Parents check students out at assigned areas. Most staff members have departed for the day unless they are part of a council, are taking part in a parent informational meeting that has been scheduled for the community, or are participating in a late conference with parents. Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm Custodians secure the building by locking all doors and setting the alarm.

HIGH SCHOOL

At Los Angeles Leadership Academy High School our goal is to prepare students for college and career readiness. Our focus is on developing students to be scholars, creators, and activists. We strive to create a culture of learning through rigorous and engaging lessons, while providing a safe environment to develop a growth mindset. Our staff is dedicated to providing a welcoming environment that feels like home for all stakeholders. A typical day at the high school:

7:00 am Office Manager and first Custodian arrive to open the school and receive breakfast drop off.
7:15 am The Administrator, one Campus Supervisor, and the Cafeteria Worker arrive.
7:30 am The Assistant Principal and other Certificated staff begin to arrive on campus.

Certificated staff begins to arrive as soon as the Charter School is open. A teacher's scheduled hours are 7:45 a.m. to 3:45 p.m. and an administrator's hours are 7:30 a.m. to 4:30 p.m.

8:00 am The Charter School's voice mail system and email is checked, messages from the night before are relayed to classrooms and offices, and preparations are made for substitutes, as necessary. The office staff is bilingual and very attentive to all individuals and requests coming through the office as our school doors open.

At 8:00 the front door is open and students begin to enter the campus. An administrator greets all students as they arrive through the front door and provides supervision in the front of the school. Students congregate in the cafeteria areas or patio until school begins. A breakfast is available for students between 8:00 and 8:30 am. Computers are available for students to work on school assignments before school, if needed. Paraprofessionals assist administration in the supervision of students until class time.

8:30 am An administrator checks the grounds to ensure that all students are in classes and accounted for. Administrators also tend to any issues that may come up before the school day begins.

The office begins issuing *tardy slips* to students who have arrive late, documenting reasons for late arrival. After all students have been checked in, the attendance clerk begins calling parents of absent students and generating attendance data for the day.

Volunteers may arrive and sign-in through the Office.

The technology staff begins assisting classrooms with computer or teacher technology needs.

Paraprofessionals work in classrooms, supporting the instructional program as directed by teachers.

STUDENT SCHEDULES

High school students follow a block schedule. Classes on Monday, Tuesday, Thursday, and Friday are a 90-minute block. On Wednesdays (early dismissal day) classes are 45 minutes. Daily, students are scheduled for 3 core courses that apply towards the A-G graduation requirements, a morning break,

College and Career Readiness ("CCR"), and an intervention or enrichment session. One day they attend courses for periods 1, 3, and 5. The next day they alternate and attend courses for periods 2, 4, and 6.

8:30 am Period 1 or Period 2

Students begin the school day with the Period 1 or 2 block session. You will observe students and teachers greeting each other in a respectful and warm manner. Block classes have been scheduled to allow time for instruction that includes time to support the implementation of 21st Century Learning Standards and Common Core State Standards. Students will begin with a warm-up activity and review. Class time includes a combination of activities such as direct instruction, communication of expectations through rubrics or other documents, group work, individual practice, rotations, application of skills through projects or other tasks, reflection time, exit slips, etc. Teachers may be observed working with the whole class, small groups (heterogeneous or homogeneous), or individuals, coaching students through their learning, differentiating and scaffolding the lessons, assessing student progress through formal and informal assessments (observations, short Q&A, discussions, quizzes, tests, performance tasks, student presentations, etc.), and re-teaching as needed.

10:00 am Break

After the first block session, you will observe 9th and 10th grade students and teacher advisors have a nutrition break.

During nutrition, you would observe students eating a snack and socializing in several common areas both indoors and outdoors. Having two nutrition sessions allows students and teachers to have space and time to eat and relax before their next session. Administration and paraprofessionals provide supervision during nutrition.

10:11am Period 3 or 4

Students attend the block session for period 3 or 4. See ***"Period 1 and 2"*** above for details.

11:44 am College and Career Readiness ("CCR")

The majority of students will be scheduled for a CCR session after lunch (45 minutes). Students check in with their advisors. They may stay with their advisor during their CCR time, they may study in one of the supervised common areas (library, cafeteria, patio), or visit with a teacher who can provide support for a specific class. This is a time for students to get needed support from teachers and paraprofessionals, practice study strategies, develop study habits, practice making appropriate choices, learn to create and implement study groups, develop the habit of using office hours, and to access technology and other resources for school assignments.

During CCR you might observe taking community college courses on site. Some students might take an online community college course during this time. Some students might take a community college course hosted by a professor on site.

12:29pm Lunch

During lunch, you would observe students in several common areas both indoors and outdoors. They will be eating and socializing with friends. During lunch time, students also have access to their Counselors and resources at the College and Career Center, the Library, and sports on the basketball court. At the College and Career Center, you would observe students researching colleges, meeting with visiting college reps, or completing applications, discussing plans, progress, and next steps with the counselors. At the College and Career Center, students will also have access to job and internship boards for opportunities available in the community, as well as support from the counselors about how to apply, interview tips, etc. The library is our quiet space. At the library, you would observe students reading, researching, or playing a quite game of chess. The supervised basketball court provides a space for students to play sports and socialize in a space that allows more physical activity. We strive to create a variety of spaces accessible during lunch so that all students have an area that meets their needs.

While our policy requires that students fulfill A-G requirements to graduate, there are variations of schedule and course options to address student needs. After, lunch, student programs become more individualized. Some students participating in the Early College Program (dual enrollment program with the community college) would be observed leaving school to attend a course at the local community college(s) after lunch. Some seniors may be observed leaving for internships or jobs.

1:12 pm Period 5 or 6

Students attend the block session for period 5 or 6. See “Period 1 and 2” above for details.

2:45 pm Enrichment

In Enrichment, students might undergo teacher-supervised independent study or participate in original research opportunities, either assigned articles by their teachers or self-selected (with teacher approval). Flexible pacing strategies such as curriculum compacting are utilized. The activities surrounding these articles are designed to progressively increase in difficulty as students improve, ensuring that they are constantly challenged and engaged. The program provides comprehensive progress reports and detailed usage data, enabling teachers to closely monitor student progress and adapt instructional strategies as needed. This evidence-based approach supports targeted interventions and fosters an environment of continuous improvement in literacy education.

3:30 pm Dismissal and Office Hours

You will observe administration, teachers, and campus aides supervising dismissal. During this transition, you will observe some students leaving campus, some students using office hours to work with teachers, and some students attending after-school enrichments, sports, and varied tutoring program provided by our partnerships.

6:00 pm Afterschool program ends

Parents check students out at assigned areas. Most staff members have departed for the day unless parents have requested a late conference, are part of a council, or are taking part in a parent informational meeting that has been scheduled for the community. Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm -Custodians secure the building by locking all doors and setting the alarm.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

Other Performance Targets

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE

ASSESSMENT

LALA believes ongoing assessment of student progress is critical to designing instruction, refining or revising instructional strategies, and grouping students for the purpose of differentiating instruction. Formative assessments are frequent and varied in order to provide useful information about student progress toward mastery of State Standards and to improve student learning outcomes. LALA agrees that it will use verified data identified by the State Board of Education. Curriculum-embedded tests and quizzes (text-based and online) are used at appropriate intervals in the program (e.g., chapter, end-of-unit and cumulative review) to determine individual student and whole- class progress with respect to standards-aligned skills and topics being taught.

Teacher-designed assessments and end-of-unit projects measure student progress in curricular areas where curriculum-embedded tests are not available (e.g., visual arts) or where physical performance is required (e.g., performing arts and physical education). These assessments will be administered at least once every reporting period. For all teacher-designed assessments, grade-level teachers collaborate to create standards-based rubrics.

NWEA MAP norm-referenced benchmark assessments in ELA and Math, CAASPP Comprehensive Interims and other diagnostic and benchmark assessments, along with teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs and plan program improvements.

LALA expects to see growth trends, both for each grade level and for individual students, on formative assessments during the course of the school year. Naturally, the performance goal for all students is grade-level proficiency and the formative assessments described above are designed to provide frequent information needed to help students move towards proficiency.

As part of the annual LCAP planning and reflection process, student achievement data is disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine new annual achievement goals. Assessment data is used throughout the year to drive decisions about overall program development, curriculum modifications, teacher professional development and coaching, and allocation of resources. The Principal, CEO/Superintendent and teachers all are held accountable by the Board for meeting student outcome goals.

LALA uses the following methods to assess student progress and fulfillment of instructional objectives:

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	6-12	Daily and /or weekly
Publisher-Designed Assessments for Core Subjects (Online and paper-based)	Assess standards mastery	6-12	End of each unit

Writing Rubrics	Assess mastery of grade-level writing standards	6-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8, 11	Once a year (Spring)
CAST	State Assessment in Science	5, 8, HS	Once a year (Spring)
California Alternate Assessment (CAA)	Alternative assessment in ELA, Math and Science	6-8, 11	Once a year (Spring)
Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs)	Standards-aligned practice tests aligned to CAASPPs in ELA and Math	6-8, 11	Winter annually
NWEA MAP	National Normed-Referenced Assessment in Math	6-12	Beginning, mid- and end-of-year
Achieve3000	Computer-adaptive Assessment: -English Literacy -Spanish Literacy -Mathematics	6-12	Beginning of school year (level-set assessment)
ELPAC	Measure language acquisition	6-12	Upon enrollment for initial assessment; each spring for all ELs
Physical Fitness Test	State physical fitness test	7, 9	February through May (window)
AP Exams	AP course takers	11, 12	May, according to yearly updated AP Calendar.

DATA ANALYSIS AND REPORTING

Under the leadership of the Principal, teachers use student performance data as well as annual state assessments to monitor student progress and develop goals for student achievement, instructional programs, and staff development needs. Teachers use data analysis to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs. Teachers provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement.

Summative data collection occurs three times a year—at the start of the school year (diagnostic), mid-year and end-of-year. Data from formative assessments, such as those discussed above, is used on an ongoing basis to measure student progress and design effective instruction. Additionally, the data derived from summative and formative assessments is used to monitor the need for and adjust existing interventions for students, using the tiers of the MTSS program. (For more information on interventions, see *Element 1: Meeting the Need of All Students*, above).

Data regarding the academic progress and performance of student groups identified in the state priorities (included the Dashboard reports) is collected and aggregated in order to monitor achievement of students within those student groups. Data from the ELPAC, the progress of ELs, reclassification rates, and effectiveness of the English Learner Program at LALA are all tracked by the administration team. Data regarding student attendance is collected in order to provide intervention where necessary; administrators monitor student group disparities (if any) in attendance rates. Additionally, data is collected regarding student retention, suspension and expulsion in order to minimize these outcomes and to design and implement alternatives to retention, suspension and expulsion.

The Principal presents a report at each meeting of the Board regarding, among other things, enrollment, attendance, curriculum, academic performance, professional development, after-school tutoring program, parent grade monitoring, parent involvement and recent and upcoming events. The annual School Accountability Report Card ("SARC") is prepared each year by February 1 as required and posted to the Charter School's website. Overall student achievement data as well as subgroup data are included in the SARC.

A student's benchmark test scores, samples of work, portfolios more are shared with parents during scheduled teacher parent conferences. The Power School online tool is used to store data for individual students, provide statistical information for teachers and administrators, and ensure that parents have access to information about their students' progress at all times. Computers are available on campus for parent use, and the Parent Outreach Coordinator facilitates parent training in accessing PowerSchool to check their child/ren's information and understand the data presented. The Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, including aggregating and disaggregating subgroups, classrooms, grade levels, etcetera. All teachers receive intensive training on student achievement data and effective usage of Power School.

The following is a description of how data is to be collected, analyzed and used to trigger interventions that improve student outcomes:

Key Tasks of the Data Wise Improvement Process

PREPARE PHASE

STEP 1: ORGANIZE FOR COLLABORATIVE WORK

KEY TASK 1.1: ADOPT AN IMPROVEMENT PROCESS

Staff members use a shared process for improving instruction.

KEY TASK 1.2: BUILD A STRONG SYSTEM OF TEAMS

Teacher teams work in a coordinated way with the leadership team to support improvement in learning and teaching.

KEY TASK 1.3: MAKE TIME FOR COLLABORATIVE WORK

Teacher teams meet at least two hours a month to work collaboratively to improve learning and teaching.

KEY TASK 1.4: SET EXPECTATIONS FOR EFFECTIVE MEETINGS

Staff members use a school-wide format for structuring meetings that includes: (1) clear meeting objectives and time-allocations, (2) a strategy for capturing team learning and next steps, and (3) dedicated time to discuss how to make the next meeting even better.

KEY TASK 1.5 SET NORMS FOR COLLABORATIVE WORK

Staff members know the norms for collaborative work, employ strategies for holding colleagues

accountable for following norms, and revisit and revise the norms as needed.

KEY TASK 1.6: ACKNOWLEDGE WORK STYLE PREFERENCES

Staff members are aware of the roles that they and their colleagues typically play in groups (including attending to details, clarifying the big picture, moving to action, ensuring multiple perspectives) and use this knowledge to support collaborative work.

KEY TASK 1.7: CREATE A DATA INVENTORY

The leadership team keeps track of available data sources and reflects on the extent to which those data sources are being used to improve learning and teaching.

KEY TASK 1.8 CREATE AN INVENTORY OF INSTRUCTIONAL INITIATIVES

The leadership team keeps track of the instructional programs and policies that are being implemented in the school and reflects on the extent to which those initiatives support teaching and learning in a coherent way.

STEP 2: BUILD ASSESSMENT LITERACY

KEY TASK 2.1: REVIEW SKILLS TESTED

Staff members discuss how the skills and knowledge measured on assessments compare to the broader domain of skills and knowledge that students need to master.

KEY TASK 2.2: STUDY HOW RESULTS ARE REPORTED

Staff members understand and can explain to others how results are reported for the assessments their students take.

KEY TASK 2.3: LEARN PRINCIPLES OF RESPONSIBLE DATA USE

Staff members know the principles of responsible data use and use a common language when discussing the kinds of inferences that can be made from different assessments.

INQUIRE PHASE

STEP 3: CREATE DATA OVERVIEW

KEY TASK 3.1: CHOOSE A FOCUS AREA

The leadership team narrows the scope of inquiry by identifying a focus area for school-wide instructional improvement.

KEY TASK 3.2: ANALYZE DATA AND FIND THE STORY

The leadership team analyzes data related to the focus area and identifies a story that is important for staff members to think about.

KEY TASK 3.3: DISPLAY THE DATA

The leadership team displays data pertaining to the focus area in a few well-designed charts that make it easy for staff members to see the story.

KEY TASK 3.4 ALLOW STAFF MEMBERS TO MAKE SENSE OF THE DATA AND IDENTIFY A PRIORITY QUESTION

The leadership team creates an opportunity for teachers to work collaboratively to (1) make sense of data charts and (2) identify questions arising from the data that they are interested in exploring.

STEP 4: DIG INTO STUDENT DATA

KEY TASK 4.1: EXAMINE A WIDE RANGE OF STUDENT DATA

Teacher teams *look* at student work samples (including class work, homework, group projects, and benchmark assessments), *observe* students as they work, and *ask* students questions about their

learning.

KEY TASK 4.2: COME TO A SHARED UNDERSTANDING OF WHAT STUDENT DATA SHOW

Teacher teams work together to make sense of student data, using strategies to ensure that all team members contribute to the conversation.

KEY TASK 4.3: IDENTIFY A LEARNER-CENTERED PROBLEM

Teacher teams identify a common learning challenge among students that is specific, small, within teachers' control, based on evidence, and directly connected to a question that matters to them.

STEP 5: EXAMINE INSTRUCTION

KEY TASK 5.1: EXAMINE A WIDE RANGE OF INSTRUCTIONAL DATA

Teacher teams look at teacher-generated materials (including lesson plans, assignments, and assessments), observe teaching and learning in classrooms, and ask teachers questions about their practice.

KEY TASK 5.2: GET CLEAR ABOUT THE PURPOSE OF OBSERVATION

Teacher teams observe teaching practice for the non-evaluative purposes of (1) developing a shared understanding of what current practice looks like across teachers and (2) generating ideas about what effective practice could look like.

KEY TASK 5.3: COME TO A SHARED UNDERSTANDING OF WHAT IS HAPPENING IN CLASSROOMS

Teacher teams work together to make sense of instructional data, using strategies to ensure that all team members contribute to the conversation.

KEY TASK 5.4: IDENTIFY A PROBLEM OF PRACTICE

Teacher teams identify a common teaching challenge that is specific, small, within teachers' control, based on evidence, and directly connected to the learning challenge that they identified when looking at student data.

ACT PHASE

STEP 6: DEVELOP ACTION PLAN

KEY TASK 6.1: DECIDE ON AN INSTRUCTIONAL STRATEGY

Teacher teams collaboratively select a research-based instructional strategy for addressing their problem of practice.

KEY TASK 6.2: AGREE ON WHAT THE PLAN WILL LOOK LIKE IN CLASSROOMS

Teacher teams collaboratively identify indicators that describe what students and teachers will be doing and saying when they are using the instructional strategy in their classrooms.

KEY TASK 6.3: PUT THE PLAN IN WRITING

Teacher teams create an action plan that concisely captures the specific problems of learning and teaching that they will address, the instructional strategy they selected, and the list of tasks to be done (including who is responsible for doing them and by when they will be completed).

STEP 7: PLAN TO ASSESS PROGRESS

KEY TASK 7.1: CHOOSE ASSESSMENTS TO MEASURE PROGRESS

Teacher teams work collaboratively to identify or develop short- medium- and long-term data sources that they will use to evaluate the impact of the action plan on student learning.

KEY TASK 7.2: SET STUDENT LEARNING GOALS

Teacher teams set goals for student proficiency and/or growth that they will measure using short-, medium-, and long-term data sources.

STEP 8: ACT AND ASSESS

KEY TASK 8.1: IMPLEMENT THE ACTION PLAN

Teacher team members complete the tasks assigned to them in the action plan, including implementing the instructional strategy in their classrooms.

Key Task 8.2: Assess implementation

Teacher teams assess their completion of action plan tasks and determine the extent to which what is happening across classrooms matches what they expected to see when they developed the plan.

Key Task 8.3: Assess student learning

Teacher teams collect and analyze data from their short- and medium- and long-term data sources and determine the extent to which student learning goals are being met.

Key Task 8.4: Adjust the action plan

Teacher teams adjust the action plan based on based on evidence collect about implementation and student learning.

Key Task 8.5: Celebrate success!

Teacher teams and the leadership team make a point of documenting, learning from, and celebrating improvements in learning and teaching.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Student progress in academic areas, behavior, citizenship, and social development is reported five times during the school year.

First quarter:	five-week progress report and ten-week report card
Second quarter:	ten-week report card
Third Quarter:	ten-week report card
Fourth Quarter:	ten-week report card

Grading Scale	A= 100 – 90 B= 89 – 80 C= 79 – 70 F= 69 or below

- LALA requires students to meet grade level promotion requirements. Parents are notified of these challenging promotion requirements through teacher communication, parent meetings, conferences, mailers, and promotion checks with an advisor/homeroom teacher and/or the counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and/or the counselor. Promotion requirements include:
- Cumulative 2.0 GPA for 8th grade year
- Student cannot fail the same class both semesters

Students who do not meet the 2.0 GPA requirement on a weekly basis are recommended to attend interventions four days a week for extra enrichment and support. Students that receive a fail on 2 or more classes are recommended to go to summer school.

LALA MS requires students to meet grade level promotion requirements.

Parents are notified of these challenging promotion requirements through parent meetings, conferences, mailers, promotion checks with advisor/homeroom teacher and counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and the counselor. Parents of students who have not earned the minimum grade point average to progress to the next grade are contacted by the advisor and counselor for a conference. A review, discussion, and plan of action is conducted with the parent and family so they are clear that the student may not be promoted if the student does not show academic improvement. Parents will receive progress reports every five weeks. The first parent conference is held at the 10-week mark of the first semester. Conferences are documented and student progress is monitored by the advisor and counselor. At the end of the first semester each student / family will receive a letter that identifies the student's current promotion status. At the start of second semester, students that are in danger of not meeting the grade level promotion requirements, will have an SST that is led by the advisor. Parents of students who have not earned the minimum grade point average to progress to the next grade are contacted by the advisor and counselor for a conference. A review and discussion are conducted and a plan of action is created with the participation of the parent and family so they are clear that the student may not be promoted if the student does not show academic improvement. Parents will receive progress reports every five weeks. The first parent conference is held at the 10-week mark of the first semester. Conferences are documented and student progress is monitored by the advisor and counselor. At the end of the first semester each student / family will receive a letter that identifies the student's current promotion status. At the start of second semester, students that are in danger of not meeting the grade level promotion requirements will have an SST that is led by the advisor.

Students at risk of retention are identified as early as possible. If a student is at risk of retention, an SST meeting is scheduled. Parents are notified about the recommendation through a parent conference and an invitation to the SST meeting is issued. The SST team, which includes the student’s classroom teacher, reviews the student’s progress and makes a recommendation as to whether retention is the appropriate intervention for the student. The Principal makes the final determination regarding retention. Parents can appeal to the CEO/Superintendent.

LALA HS requires students to meet A-G requirements for graduation. A board-approved graduation policy delineating the courses and the number of credits required to promote to the next grade are included in Element 1, above. Parents are apprised of these challenging graduation requirements through parent meetings, conferences, graduation progress checks with a counselor, and mailers. Students reflect on their progress towards graduation as they complete course requests for each semester with the support of advisors and the counselor(s). Parents of students who have not earned the required credits to progress to the next grade are contacted by advisors and counselor(s) for a conference. A review and discussion are conducted and a plan of action is created with the participation of the parent and family so they are clear that the student may not graduate with their cohort unless classes are remediated and future courses are passed. These conferences are documented and student progress is monitored by the advisor and counselor.

The Charter School provides students with access to support during the daily College Career Readiness period, enrichment class, lab classes, study skills class, tutoring services offered during and after school, and teacher office hours. In addition, remediation courses are available during summer through online course work at the Charter School.

If a student does not complete the requirements for graduation but does not need a semester of school to complete the work, they may complete the course work over summer through online remedial classes. If a student needs to complete multiple courses to graduate, they are scheduled to complete some summer coursework and then enrolled for fall to complete the remaining requirements.

ELEMENT 4 – GOVERNANCE STRUCTURE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the County, and shall cooperate with the County

regarding any inquiries. Charter School shall provide the County with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

GOVERNANCE STRUCTURE

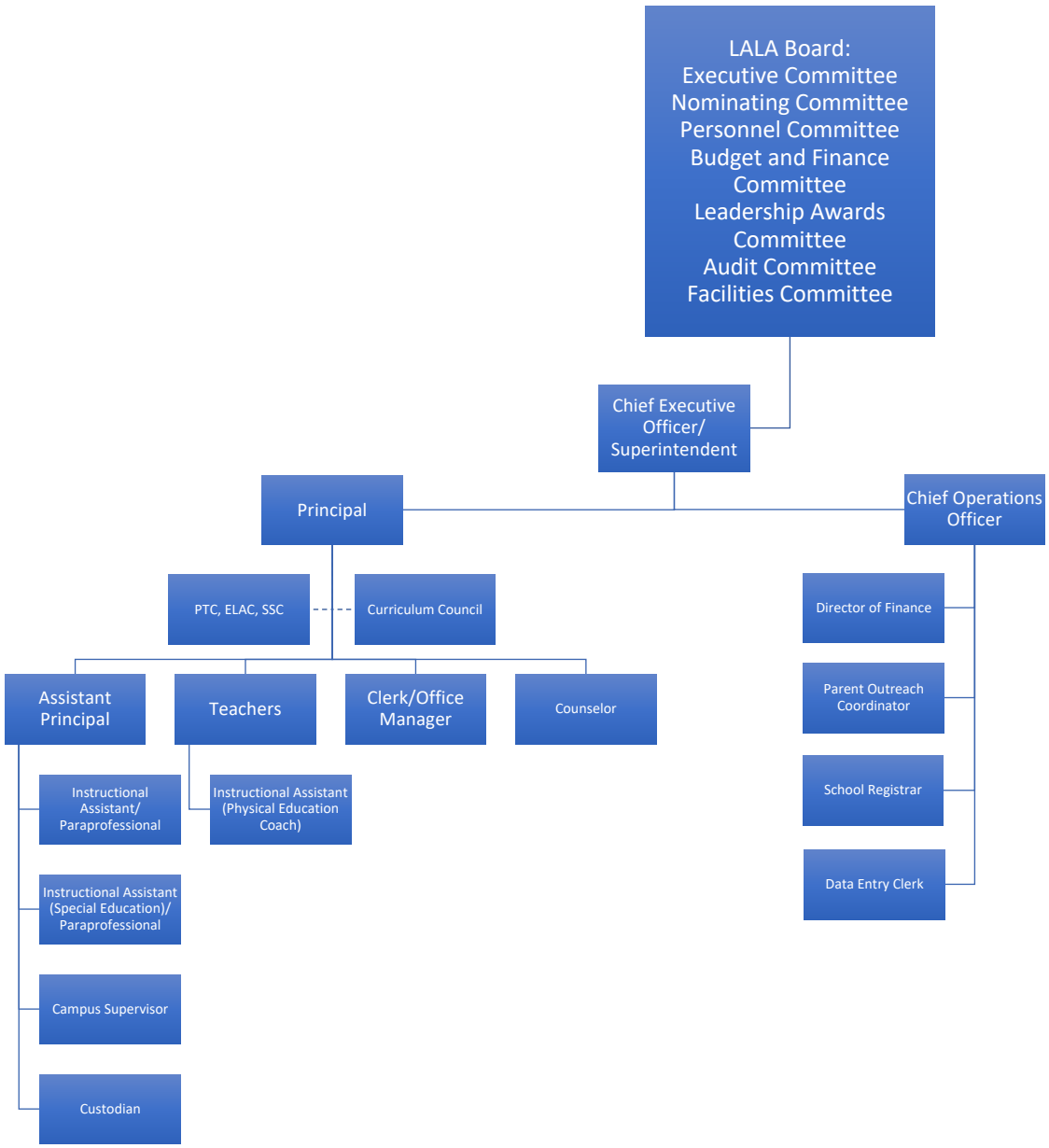
The Charter School is a directly funded independent charter school and is operated by Los Angeles Leadership Academy, a California nonprofit public benefit corporation that has been granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code..

The Charter School operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the LACBOE 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 LACBOE has complied with all oversight responsibilities required by law.

The Charter School's Bylaws, Conflict of Interest Code, and Conflict of Interest Policy are included as part of the Charter School's application for renewal. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Below is the organizational chart for LALA.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

Los Angeles Leadership Academy is governed by the Board of Directors of The Los Angeles Leadership Academy (the "Board") in accordance with its Articles of Incorporation and Bylaws, as each may be amended from time to time.

The Board contributes to effective Charter School governance by, among other duties:

- establishing and approving major operational policies;
- selecting and evaluating the CEO/Superintendent;
- approving the Charter School's annual budget and budget revisions;
- overseeing the Charter School's financial affairs;
- contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- directing fundraising activities;
- approving all of LALA's major contracts (those over $25,000, as per Board-approved fiscal policies) and raising private funds when necessary;
- Regularly measuring progress of both student and staff performance;
- Executing all responsibilities provided for in the California Corporations Code;
- Engaging in ongoing strategic planning;
- Approving charter amendments as necessary and submitting requests for material revisions as necessary to the County for consideration;
- Establishing operational committees as needed;
- Participating in the dispute resolution process and complaint procedures when necessary
- Involving parents and the community in Charter School related programs.

The Board plays a key role in developing a culture of cooperation for the Charter School. The Board understands the mission and vision of the Charter School and informs all of its decisions with that mission and vision. Because the Charter School strives to produce a continuous stream of leaders in a multicultural society, the Board itself must exemplify the kind of leadership it expects from its students. For that reason, the Board reflects the many faces of the community at large, and resonates with the many voices of those whom the Charter School attempts to serve.

The Board is responsible for approving Charter School policy, not managing day-to-day Charter School operations. Directors:

- attend meetings of the Board;
- attend meetings of committees of the Board on which they sit;
- contribute to the mission and vision of the Charter School based on their skills and experience;
- assure that decisions are consistent with the vision and mission of the Charter School; and
- assure that decisions do not threaten the financial stability of the Charter School.

CEO/SUPERINTENDENT, PRINCIPAL, AND COO

The Board shall hire and supervise the CEO/Superintendent, who shall serve as the Charter School's executive-level leader and, subject to Board control, shall have day-to-day general supervision, direction, and control of the affairs of Los Angeles Leadership Academy, and such other powers and

duties as the Board may prescribe. The CEO/Superintendent, Principal and COO shall not be Board members but will generally attend all regular and special Board meetings.

CEO/Superintendent: The Chief Executive Officer/Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of Los Angeles Leadership Academy and its sister charter school, Los Angeles Leadership Primary Academy (grades TK-5); ensures compliance with established goals and legal requirements; is guided by LALA's charter philosophy; promotes the focus for success of all students; and supports the Board's focus on student learning and achievement while enabling the vision and mission of LALA.

COO: The COO oversees all operational functions to support the vision and mission of Los Angeles Leadership Academy including finance/accounting, compliance, vendor relations, HR, facilities, and other operational functions.

Principal: The Principal is the instructional leader of Los Angeles Leadership Academy and is responsible for hiring, training and evaluating all instructional personnel. The Principal ensures that the curriculum is implemented in order to maximize student learning experiences, professional development, school culture, and community relations with stakeholders.

Please see "Element 5: Employee Qualifications" for complete descriptions.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

BOARD COMPOSITION

The Board is comprised of seven (7) to twenty-one (21) Directors. Currently nine (9) Directors serve on the Board. No employees of Los Angeles Leadership Academy serves on the Board and no persons serving on the Board may be an "interested person" as specified in the Bylaws. All Directors shall have full voting rights, including any representative appointed by LACBOE as consistent with Education Code Section 47604(c). If LACBOE appoints a representative to serve on the Board, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors.

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).

TERMS

The Board is divided into three "classes," based on when Directors joined the Board. The members of each class serve for a three-year term, which is staggered with the other two classes of Directors. Thus, in any one year, only one-third of the Board will be replaced or reelected, maintaining stability for LALA and the Charter School.

DIRECTOR QUALIFICATIONS AND CRITERIA FOR SELECTION

Directors are selected based on their commitment to the mission and vision of the Charter School, their willingness to fill the roles and functions of Directors, and their experience in educational leadership or expertise, child/adolescent development, community involvement or civic leadership, fundraising,

financial management, legal or personnel matters related to schools, program design or development, or experience with low-income or minority children.

The Board may select directors to fill vacancies or add Directors to expand the Board's breadth of experience and diversity of perspective. The authorized number of Directors will be set from time to time by the Board, up to a maximum of 21 directors. A majority of the directors then in office may amend the Bylaws to provide for a greater number of Directors.

PROCESS FOR SELECTION

The recruitment and evaluation of potential director candidates typically involves a six-step process: (i) the Nominating Committee of the Board (the "Nominating Committee") solicits nominations for possible candidates; (ii) each candidate meets with the Nominating Committee; (iii) the Nominating Committee reports to the Board its findings and, if applicable, its recommendation that the Board approve a candidate's nomination as Director; (iv) the candidate meets with the CEO/Superintendent, stakeholders and other members of the Board; (v) the candidate attends meetings of the Board; and (vi) the Board elects the candidate to the Board.

COMMITTEES OF THE BOARD

The Board appoints committees as needed in order to inform its work. Each committee, whose membership is comprised solely of Board members (with a minimum of two (2) directors and no more than three (3) in order to avoid a quorum of the Board), presents its findings to the Board at regularly scheduled meetings of the Board. The Committees of the Board, which may be seated from time to time, and their respective functions include the following:

- *Executive Committee*: (a) Take all such actions and monitor all such matters as the Board may take or monitor, as applicable within the authority delegated by the Board, other than such actions described in Sections 2.13-4 of the Bylaws or otherwise prohibited by applicable law, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate and within delegated authority. The Executive Committee reports back to the Board.

- *Nominating Committee*: (a) Oversee the process for nominating new members of the Board, (b) evaluate the performance of existing Board members and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Personnel Committee*: Represent The Los Angeles Leadership Academy and the Board with respect to the relationships between The Los Angeles Leadership Academy and its employees, including, without limitation, with respect to the establishment and maintenance of personnel practices of The Los Angeles Leadership Academy, advice and counsel on collective bargaining decisions, establishing annual school-year performance goals for the CEO/Superintendent, administering and completing the CEO/Superintendent's annual evaluation process (to be recommended to the Board for final approval), oversight of the process for The Los Angeles Leadership Academy's annual evaluation process of its employees, and support and oversight for negotiations regarding any employment contracts associated with The Los Angeles Leadership Academy, and such other matters as the Board may deem appropriate.

- *Budget and Finance Committee*: (a) Oversee The Los Angeles Leadership Academy's overall financial performance and the preparation of The Los Angeles Leadership Academy's annual budget, financial statements and accounting methods and processes, report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Leadership Awards Committee*: (a) Oversee the planning and implementation of The Los Angeles Leadership Academy's annual Leadership Awards Dinner and other fundraising and outreach events, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Audit Committee*: (a) Procure and oversee The Los Angeles Leadership Academy's audit, (b) review audit reports and monitor the implementation of and compliance with any recommended corrective action, (c) report on a regular basis to the Board and (d) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Facilities Committee*: Oversee the maintenance of The Los Angeles Leadership Academy's physical plant in as efficient and cost-effective manner as possible. The committee will meet as needed to review a checklist of items, including insurance, repairs and improvements, and otherwise will meet ad hoc as conditions require. The committee also participates in discussions regarding the facilities demands of any expansion of school enrollment and takes such other actions and oversees such other matters as the Board may deem appropriate.

The Board may also appoint by resolution additional committees to which the Board may delegate any of its authority, as well as "advisory" committees that cannot act with the Board's authority. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

GOVERNANCE PROCEDURES AND OPERATIONS

MEMBER REQUIREMENTS AND PROCEDURES

The Board generally meets six times per year on an approximately bimonthly basis within the boundaries of Los Angeles County and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and shall comply with all of the provisions of the Brown Act. Each committee of the Board typically meets on an as-needed basis to discuss any business over which it has been delegated authority by the Board. The Board and each committee of the Board typically hold meetings at the Charter School's campus (within the boundaries of LA County), unless otherwise indicated in the meeting's agenda.

The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before

the Board. This meeting shall be held in June of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. A proposed calendar of meetings of the Board for each academic year is presented for approval of the Board in June at the Annual Meeting. Each committee typically determines its annual calendar on an as-needed basis. The Board meeting calendar for the year is published on the Charter School's website and in the Student & Parent Handbook.

Pursuant to the Brown Act, an agenda of each meeting of the Board and each committee of the Board, including the time, date and location of and items to be discussed at the meeting, are posted on LALA's campus and online at www.laleadership.org with a prominent, direct link on the homepage at least 72 hours before a regular meeting and 24 hours before a special meeting.

All stakeholders and community members are encouraged to attend and participate in meetings of the Board and Board committees.

Members of the Board receive annual training on compliance with the Brown Act, ethics, conflict of interest and other relevant topics.

DECISION-MAKING PROCEDURES

Quorum and voting requirements

Decisions of the Board are made by majority vote when quorum is present. Pursuant to the Bylaws, a quorum consists of a majority of the Directors then in office. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by the Articles or the provisions of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (i) appointment of committees and (ii) indemnification of Directors.

Abstention

Members of the Board must abstain from all aspects of discussion, deliberation and action if they have a non-financial conflict of interest with respect to any item of business. As LALA complies with Government Code Section 1090, as set forth in Education Code Section 47604.1, the Board is prohibited from taking any action on an item in which any director has a material financial interest.

Teleconference participation

Teleconference meetings shall comply with the applicable provisions of the Brown Act, including, at a minimum, the timely posting of a notice of and an agenda for such meetings at the teleconference locations, which shall be identified in the notice and agenda for the meeting, and public accessibility to such locations in compliance with the Brown Act. In accordance with the Brown Act, a minimum of a quorum of Directors must participate within the jurisdictional boundaries of Los Angeles County and all votes must be taken by roll call (with each Director present voicing their vote or abstention).

STAKEHOLDER INVOLVEMENT

PARENT & FAMILY INVOLVEMENT

The Charter School recognizes that parent partnership in education is critical to children's success in school. The Charter School also recognizes that family composition can vary. A true partnership between home and school does not consist of a one-way flow of information and directives from the Charter School to the parent. We believe parents are the best experts about their children and critical partners

in helping both the children and our Charter School thrive. We believe that when we are responsive to parents' needs, those who are not accustomed to actively participating in school life and decision-making are eager to become involved. All staff actively support and encourage parents to become involved. The Parent Outreach Coordinator serves as the primary liaison between the Charter School and families, planning events, such as parent education workshops and speakers, school community celebrations (Thanksgiving Dinner, Red Ribbon Spirit Week, Graduation Ceremony, Scholastic Book Fair (middle school), etc.), and collaborating with the teachers to create opportunities for families to volunteer in different areas of interest or of their expertise, making family participation meaningful. Parents have various opportunities to volunteer to support LALA, including helping in the Charter School office, chaperoning field trips, assisting teachers with classroom prep work, volunteering with fundraising, helping plan and produce student performances, celebrations of learning and community events.

Parent-Teacher Council
Membership in the Charter School's Parent-Teacher Council ("PTC") is open to all interested parents. The Parent-Teacher Council meets on a monthly basis and hosts numerous fundraising events throughout the academic year. Parent representatives on the PTC attend each Board meeting (all parents are welcome to attend all Board meetings; Board meeting agendas are posted in accordance with Brown Act requirements and the calendar of regularly scheduled Board meetings is published on the Charter School website and in the Student & Parent Handbook). PTC representatives periodically update the Board about events, initiatives, and concerns. Parent representatives on the PTC agree to undertake the responsibility of representing fairly the breadth of interests and perspectives among all parents. This means that parents involved in governance play a role in educating parents about governance matters at issue and take steps to acquire input from all parents. The Parent Outreach Coordinator helps facilitate this process.

The **English Learner Advisory Committee ("ELAC")** is charged with providing recommendations to the Principal regarding programs and services for EL students. Recommendations are based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the PTC in the LCAP. ELAC membership includes: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC supports effective Charter School governance by advising the Principal and staff on services and programs for ELs. The ELAC participates in EL goal setting and evaluation of achievement and needs (including the LCAP).

The Charter School encourages teachers, staff, and administrators to participate in the Charter School's governance processes and welcomes all staff to attend meetings of the Board. The **Curriculum Council**, a group of teachers that meets regularly to review, update, and ensure cohesion in the Charter School's curriculum, also reports to the Board on an advisory basis. The Charter School encourages teachers, staff, and administrators to collaborate in the ongoing process of reviewing and revising the Charter School's educational program. The CEO/Superintendent communicates regularly with teachers, staff, and administrators to identify areas of focus as the Charter School prepares each annual update to the LCAP. These voices and perspectives are heard and valued as part of the LCAP process.

The **School Site Council ("SSC")** provides input on the development of the LCAP, reviewed annually and updated, including proposed expenditure of funds allocated to the Charter School through the ConApp and the LCAP. LALA operates one SSC for both LALA and its sister school, LALPA (TK-5th).

The SSC is composed of the following two groups:

Charter School Group Members:

- The Principal or designee;
- LALA personnel employed at the Charter School who are not teachers, selected by personnel employed at the Charter School who are not teachers;
- Classroom teachers employed at the Charter School, selected by classroom teachers employed at the Charter School (classroom teachers selected shall constitute a majority of the school group members selected).

Parent and/or Community and Student Group Members:

- Parents of students attending the Charter School, or other members of the Charter School community, selected by parents of students attending the Charter School; and students attending the school, selected by students who are attending the Charter School. The number of parent and/or community members and student members selected shall equal the number of school group members selected.

The **LALA Student Leadership Counci**l is comprised of elected student officers who work with parents, teachers, and administration on behalf of the student body. The Council is committed to embracing and promoting leadership in the school through a range of committees whose purpose is to serve the needs of the LALA community. The Leadership Council is dedicated to developing leadership skills, enhancing college-ready scholars, and putting into practice LALA's social justice mission. In addition, the Leadership Council provides students with opportunities to become leaders through coordinating events, peer tutoring, working in the Student Store, fundraising, and mentoring. By working with other students, the Leadership Council encourages and evolves new, empowered leaders who will continue to develop LALA's future scholars, leaders, and activists. As representatives of the student body, Leadership Council Officers advocate for the students' well-being through advising the administration in matters concerning student privilege, behavior policies, and academic classes. The Council provides the opportunity for personal growth, leadership development, and school and community involvement.

PARENT-CHARTER SCHOOL CONSULTATION

The Charter School consults with parents and teachers throughout the year regarding its educational program by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School, and to help Charter School staff understand the needs, wishes, values and culture of parents and students. The Parent Outreach Coordinator is the primary facilitator of this process. Charter School-home bridge-building activities include:

- Orientation for new families to clarify the mission and vision of the Charter School, the educational approach, and opportunities for parent participation;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Preparation and presentation of the Charter School's Student & Parent handbook;
- Invitation of parents to committee meetings and school functions;
- Training in how the Charter School's assessment process works, including parents' roles in it;

- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and teachers;
- Workshops to review and understand State Assessments and their child's performance in these assessments;
- Monthly meetings with the Principal to discuss current school topics;
- Workshops to help parents support their children's education;
- College, career, and academic counseling for every parent and student; and
- Charter School celebrations.

LALA values family input into decision-making about policies, programs, and events. The SSC is composed of parents, teachers, administrators, and students. The Charter School hosts chats with the principal as a forum for two-way communication so parents can feel comfortable sharing their perspectives. This two-way communication helps the Charter School better understand the perspectives of the parents. Our families have responded favorably to this improvement. The Charter School hosts chats approximately six times each year to solicit parent input and administers 2-3 anonymous surveys.

To support stakeholder involvement, the Charter School administration sends out routine communication via monthly calendars and weekly reminders in English and Spanish as well as by sharing information via the Charter School's website. We frequently send out communication about free resources around the community. LALA continues with Class Dojo as an added form of communication with parents. We found that since parents have used it in the Primary grades, it is easier for them to continue with this form of communication.

Following the COVID-19 Pandemic, we have adopted **hybrid methods for parent/guardian communication and meetings**. The Lion News and Counseling Newsletters are sent through mail, digital ParentSquare, and uploaded on social media platforms. The adoption of ParentSquare as the main platform for schoolwide messaging has streamlined communication, ensuring timely and efficient dissemination of information to parents and guardians. Parent/guardian conferences are hosted in person, on Zoom, or on the phone to identify and overcome students' obstacles to academic success. Academic grades and comments are visible digitally via PowerSchool and also sent in the mail every 5 weeks. Monthly "Coffee with the Principal'' meetings on educational and social emotional topics are held virtually as well as in person. These Saturday workshops facilitate meaningful discussions between school administration, parents/guardians, and community members, represented by Parents Educators Students in Action

LALA has expanded opportunities for **feedback and suggestions.** In addition to the traditional Student Council, which has been a cornerstone of student leadership, we have a Leadership elective class, involved directly in the planning and execution of school-wide events. This academic year, we started monthly collaboration meetings between students and the Principal, ensuring that student voices contribute to the decision-making processes. Since 2022, the Principal administers school climate and culture surveys to students, faculty, and staff to gather valuable insights on instructional strategies, strengths of the academic program, and areas for improvement. Department Heads meet with the Principal on a monthly basis to provide feedback and create innovative solutions. Lastly, two suggestion boxes have been added onto campus for students, faculty, and staff to anonymously contribute their ideas. This feedback is integral to our decision-making processes, ensuring that changes are responsive to the needs of our educators and students.

The District English Learner Advisory Committee ("DELAC") shares reclassification information and testing dates and the importance of ELPAC and CAASPP with all families. The DELAC also shared about the ELPAC and CAASPP boot camp tutoring and held a parent meeting about steps to ensure students are successful on these assessments.

LALA also holds Math and Literacy Nights, as well as a STEM fair to provide parents information about what students are learning and how they can support that learning at home.

Saturday meetings will also be held to help parents who work during the week.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

The most critical element to the success of Los Angeles Leadership Academy is its staff. The mission and vision of a school are just words on paper without a team committed to and capable of realizing their meaning. Regardless of their role in the Charter School, every person hired to work at Los Angeles Leadership Academy will actively help promote a rigorous educational experience, healthy personal development, and civic leadership for all students. Every staff person will be expected to treat all students, parents, staff, and other community members with respect and to follow the Los Angeles Leadership Academy Code of Conduct.

To best meet families' needs and the Charter School's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff are expected to be sensitive to the linguistic and cultural needs of students and to participate in staff development to enhance their skills in this area.

Los Angeles Leadership Academy will adhere to California laws, including drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Prior to work, each employee will furnish documents establishing legal employment status.

All personnel will be hired by contract. Long-term contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. These expectations are designed to support the mission and vision of the Charter School and to comply with state laws. 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

Staff hiring and relations reflect the following commitments:

- Expectations will be clearly communicated.
- Thoughtful, consistent evaluation processes will provide meaningful assessment of staff members' job performance with respect to the mission and vision of the Charter School and to state laws.
- Employees performing below expectation will receive conferencing and corrective interventions as appropriate.
- LALA will support professional development and encourage staff members to contribute based on their unique talents.
- All employees will help create and sustain a respectful, supportive working environment with open lines of communication.
- LALA will provide carefully considered incentives to motivate and reinforce excellent performance.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Los Angeles Leadership Academy's staff includes the following:

HOME OFFICE POSITIONS

CHIEF EXECUTIVE OFFICER/SUPERINTENDENT

Reports to: The Board

PURPOSE

The Chief Executive Officer/Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of Los Angeles Leadership Academy and its sister school, LALPA (TK-5); ensures compliance with established goals and legal requirements; is guided by LALA's charter philosophy; promotes the focus for success of all students; and supports the Board of Directors' focus on student learning and achievement while enabling the vision and mission of LALA.

RESPONSIBILITIES

Related to the Board

- Keeps the Board informed on issues, needs and operations.
- Ensures preparation of agendas for Board meetings, providing pertinent information and data.
- Offers professional advice to the Board on items requiring action, with appropriate recommendations.
- Understands and supports the Board's policy-making role and the Chief Executive Officer's policy implementation role.
- Interprets and implements policies and incorporates such interpretations into written administrative rules, regulations, and procedures.

Related to Business and Financial Matters

- Keeps the Board informed of long-range and short-range financial needs and proposals and is responsible for ensuring sound financial and legal operations.
- In collaboration with the Director of Finance staff, ensures the preparation of the budget and provides the Board with periodic reports on the overall financial condition of LALA.
- In collaboration with financial staff, annually prepares and submits to the Board the budget for the upcoming year; revises the budget or takes other related action as the Board designates.
- Assures maintenance of a financial accounting system.
- Allocates resources in accordance with Board priorities.

Related to Staff Relationships

- Encourages participation in governance activities while following the governance structure as prescribed in the Charter.
- At the direction of the Board, represents the interests and direction of the Board to the best of their ability.
- Keeps staff members informed of issues, goals, and activities.
- Gives consideration to varying viewpoints when making personnel decisions.
- Defines the duties of all personnel and coordinates administrative staff activities.
- Informs the Board regarding personnel issues as necessary and as delegated by the Board, manages Charter School personnel including but not limited to hiring, firing, disciplining, directing work, and supervising.
- Promotes a positive work environment.
- Anticipates, manages and resolves conflict.
- Union negotiations.

Related to Educational Leadership

- Utilizes the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.
- Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
- Provides leadership for the continuous development and improvement of the instructional program.
- Ensures that there is a continuous focus on student growth and learning.
- Ensures that students engage in the educational program as outlined in the Charter.
- Works with staff, the Board, and the community in planning and implementing support services for students.

Related to Stakeholder Relations

- Participates in the Charter School community.
- Informs stakeholder groups of Charter School programs, activities, and academic achievement.
- Receives, analyzes, and responds to concerns and complaints in a timely fashion.
- Assures timely and effective responses to student issues in collaboration with the administrative team.

Professional Qualities

- Maintains high standards of ethics, honesty, integrity, and professional conduct.

- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve the mission, vision, and priorities of LALA.
- Promotes the concept that all children have identifiable talents/skills which will be emphasized in the educational program.
- Develops trust and collaboration among various groups within the Charter School and community.
- Recognizes that change is vital in any organization and that necessary change can best take place when those affected by change are actively involved in the process.

Delegation of Duties

- The Chief Executive Officer/Superintendent may delegate to subordinates any of the powers and duties, which the Board has entrusted to them but shall continue to be responsible to the Board for the execution of the powers so delegated.
- Makes such assignments of powers and duties to administrative assistants and other certificated personnel as they deem necessary, consistent with Board goals.

Qualifications

- A minimum of five (5) years of increasingly responsible administrative experience in education, with a measurable history of advancing student achievement.
- Completion of an advanced degree (education, business, or law preferred).
- Prior demonstrable experience working with and within the charter school system (preferred).
- Administrative credential preferred.

CHIEF OPERATIONS OFFICER

Reports to: Chief Executive Officer/Superintendent

The ideal Chief Operations Officer is responsible for all matters of school administration. The Chief Operations Officer plays a leadership role in executing plans for current excellence and future growth.

RESPONSIBILITIES

Following are the duties and responsibilities for the Chief Operations Officer. The Chief Executive Officer/Superintendent as deemed necessary may assign additional related duties.

Human Resources

- Oversee hiring process, including background checks.
- Teacher certification support – Credentials.
- Serve as Charter School's risk management officer and ensure emergency preparedness.
- Coordinate annual renewals for insurance (health, liability, worker's comp, etc.)
- Serve as point person for employee leaves, and benefits.
- Create all Salary agreements for Teachers and Classified Employees.
- Custodian of Records.
- Handle all Employee Personnel Issues, in consultation with outside legal counsel as needed
- Monitor Ed join to ensure all positions are posted and prescreen process.
- Employee Investigations/ Formal Internal Complaints.

- Serve as point person for employee relations' issues.
- Make sure all appropriate documents are in the employee personnel files.
- Remind staff about TB verifications and update spreadsheet.
- Create Contracts for administration.
- Serve as point person for employee relations issues and grievances in consultation with outside legal counsel as needed.
- Meet with Union representatives.

School Administration

- Manage purchasing processes by approving orders with vendors.
- Design and implement systems, policies, procedures, to build capacity to operate efficiently and effectively.
- Supervise the School Registrar on compliance report completion and ensure school operations staff complies with student information processes and procedures.
- Ensure adherence to all local and state compliance and reporting requirements.
- Know all positions, funding, job descriptions and who is the supervisor.
- Support CEO/Superintendent with Charter Renewals process.
- Assists in maintaining LALA operational budgets.

Special Education

- Oversight of the Special Education Department K-12.
- Performs the duties of chief administrator for special education students in compliance with state and federal law.
- Prepares the Charter School Special Education budget and maintains control over budgetary allocations.
- Internal Monitoring.
- Attend Coordinating Council Meeting and LEA Billing.

School Culture/ School Community

- Foster and establish effective relationships with staff, peers, students and parents
- Provide leadership to the principals for assessing and developing processes for improving climate and culture.
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders.

QUALIFICATIONS

- Master's Degree
- Clear California valid Teaching Credential
- Administrative Credential: Tier II
- Minimum 2 years of administrative experience as a Principal or Assistant Principal
- Prior demonstrable experience working with and within the charter school system (preferred)
- Strong oral and written communication skills

DIRECTOR OF FINANCE

Reports to: Chief Operations Officer

RESPONSIBILITIES

- Oversee all accounts payable processes, including review of purchases and all payments made, including invoices and credit cards
- Review all cash receipts as to coding and appropriate amounts; oversee preparation of deposits
- Provide oversight of all back-office services that are contracted out to vendors
- Oversee payroll and compliance with all laws and regulations related to payroll and required reporting
- Prepare bank reconciliations for all revolving accounts (monthly)
- In collaboration with the back-office provider, administer and monitor budgets, including monitoring actual income and expense vs. budget and analysis of variances
- Monitor cash flow
- Monitor material resources budgeting
- Prepare and submit financial reports to the Chief Executive Officer/Superintendent and Principals as requested
- Provide financial data to state and local governments (i.e. LAUSD, CDE, LACOE, STRS, IRS)
- Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the Charter School
- Support with compliance reporting needed to complete the Consolidated Application and Reporting System (CARS) and other required reporting
- Interface with independent auditors
- Regularly review LALA's financial and accounting policies and procedure for appropriate internal controls, compliance with legal requirements, and conformity to best practices
- Attend Board meetings
- Other duties as assigned by Chief Operations Officer.

QUALIFICATIONS

- Bachelor's and/or Master's Degree in Business or Accounting
- At least 3 years of related experience (non-profit and charter school experience preferred)
- Experience with budgeting, accounting, and fiscal management of an organization
- Experience with various financial processes, including payroll, accounts receivable, accounts payable, and financial reporting
- Experience in the use of computers, including but not limited to word processing, spreadsheets (Excel), multi-media presentations, e-mail, the Internet, and digital media

PARENT OUTREACH COORDINATOR

Reports to: Chief Operations Officer

RESPONSIBILITIES

The Parent Outreach Coordinator:

- Maintains lines of communication with parents and guardians;
- Facilitates high levels of meaningful participation of parents and guardians in the life and decision-making of the Charter School;
- Acts as a liaison for parents, guardians, and community members to the Chief Executive Officer/

Superintendent as needed;
- Coordinates training of parents and guardians to act as partners in education;
- Brings community members into the life of the Charter School in ways that enhance the mission and vision of the Charter School;
- Responds to requests for information about the Charter School; and
- Attends meeting of the Parents Teacher Council.

QUALIFICATIONS

- Completion of high school or the equivalent.
- Bilingual/Bi-literate (English-Spanish)
- The Parent Outreach Coordinator will have proven experience working with schools as an advocate, organizer, or staff person.
- They will have experience representing a constituency or coordinating group activity. They will have the ability to lead meetings effectively and with a positive presence.
- They will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff.
- They will understand and be committed to the mission and vision of the Charter School, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that support the mission and vision.
- They will speak, comprehend, read and write fluently in Spanish and English.

SCHOOL REGISTRAR

Reports to: Chief Operations Officer

The School Registrar is responsible for the inputting information into the school data system and ensures all data is correct.

RESPONSIBILITIES

- PowerSchool -Input and extract data, school attendance, enrolling students (new and current), populate data
- Supports with Teacher/Student Log-ins for all Systems
- Input and extract data from CALPADS
- Oversee Educational Software Data upload and student information system
- Ensure adherence to all local and state compliance and reporting requirements, including school attendance in collaboration with the Director of Finance
- Creating School Calendar (academic calendar, event calendar)
- Supports with LAUSD Charter Oversight Visit, WASC
- Supports with LALA Board Meeting Prep
- LAUSD reporting (suspension data, attendance data, etc.)
- Manage Charter School website
- Coordinate federal nutrition program
- Translates Charter School documents and communications to Spanish or English
- Support with the Lottery process and enrollment application
- Additional related duties may be assigned by the COO as deemed necessary

QUALIFICATIONS

- High School diploma with at least five years of experience in an equivalent position.
- Bachelor's degree preferred
- Speak, comprehend, read, and write fluently in English; Bilingual (Spanish/English)
- Microsoft Office programs (including Excel) proficiency; standard office machines and computer software programs proficiency; PowerSchool and CALPADS proficiency;
- Familiarity with public school compliance requirements;
- Strong problem and critical thinking skills, strong customer service ethic, strong written and verbal communication skills; strong initiative and work ethic.
- Effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

DATA ENTRY CLERK

Reports to: Chief Operations Officer

Performs Data Entry at instruction of COO and is responsible for supervision of assigned clerical activities.

RESPONSIBILITIES

- Compiles data related to special projects at the discretion of the Chief Operations Officer
- Organizes and maintains files, prepares appropriate paperwork for meetings
- Assist the Chief Operations Officer with work assigned
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, and operating office machines
- Support with HR functions including compliance, personnel files, and recruiting
- Support with LAUSD Charter Oversight Visit, WASC
- Support with LALA Board Meeting Prep when needed
- Support with school wide Google calendar

QUALIFICATIONS

- Completion of high school or the equivalent.
- Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school.
- Bilingual/Bi-literate (English-Spanish) preferred
- Any combination of experience and education likely to provide the required knowledge, skills and abilities
- Knowledge of Office methods, practices and procedures
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- Knowledge of General Data uploads for the school
- Knowledge of Microsoft Word and Excel, PowerSchool and CALPADS

SCHOOL SITE

PRINCIPAL

Reports to: Chief Executive Officer/Superintendent

The ideal Principal is passionate about providing students with an exceptional education by implementing innovative and creative ways of managing the Charter School. The Principal is an organizational leader who will motivate, lead, and mentor those within the Charter School community and who will collaborate with the home office in order to ensure effective fiscal and operational practices in support of the achievement of the school-wide improvement plan.

RESPONSIBILITIES

Academic

The Principal is an instructional leader who will motivate, lead, and mentor teachers to better instructional practice and increase content expertise by meeting the goals of the school-wide improvement plan.

Individual Teacher Professional and Instructional Support

- Review instructional documents and provide feedback to teachers
- Observe classroom performance and give constructive feedback and coaching
- Design and review progress towards goals with teachers
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

School-wide Professional and Instructional Support

- Use research and/or best practices to drive decision-making about the academic program
- Provide instructional resources to teachers
- Design & deliver Professional Development on an ongoing basis that is based on the school improvement plan
- Plan and facilitate weekly PD/Staff Meetings in alignment with the school improvement plan and mission

Individual Student Support

- Design and evaluate student intervention plans (academic & behavioral) (individual student, small group, school-wide)
- Attend IEP meetings, coordinate instructional actions by Resource Specialist and ensure completion of IEP goals
- Facilitate Student Assistance Plan meetings in absence of Dean of Student Support Services
- Design process for measuring and monitoring individual student growth (i.e., student portfolio)

School-wide program

Ensure academic program meets compliance regulations

Calendar

- Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks)
- Create school calendar, bell schedule, and courses that meet the Charter School's requirements

Stakeholder Events

- Create and facilitate Parent Teacher Council
- Design and facilitate annual parent events (i.e., lottery, new student orientation, student- led conferences, etc.)

Personal Professional Growth

- Attend bi-weekly coaching sessions with CEO/Superintendent

Human Resources

- Work with COO to manage all employee issues
- Deliver evaluation, feedback, and support to COO
- Coordinate with COO to recruit well-qualified teachers
- Deliver evaluation, feedback, and support for certificated staff in meeting common expectations (bi-annually)

Finance

- Maintain school's budgets, allocating funds where they will be most effective in alignment with approved budget guidelines.

Operations

- Achieve student enrollment targets

School Culture

The Principal is a cultural leader who will motivate, lead, and mentor the Charter School community and leverage the outside community to increase academic and personal achievement in order to meet the goals set forth in the school-wide improvement plan.

Vision and Improvement

- Promote the Charter School's values and vision while developing a sense of community in the Charter School
- Articulate the desired Charter School culture and provide evidence of success
- Communicate effectively with various stakeholders regarding progress towards goals outlined in the Single Plan of Student Achievement
- Foster and establish effective relationships with staff, students, parents and peers
- Plan, facilitate, and attend school functions, such as parent meetings, open house, parent teacher conferences, etc.
- Provide leadership for assessing and developing processes for improving climate and culture.
- Recognize and celebrate, systematically and fairly, the accomplishments of staff and students
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders

Building Leadership and Accountability

- Mentor and develop teachers to become leaders in their classrooms and school
- Develop an environment and processes for ongoing collaboration and reflective practices for all stakeholders

Outside Community

- Build a network with peers, educational leaders and academic institutions to share ideas and best practices

QUALIFICATIONS

- Master's degree
- Bi-lingual desired but not required
- Detail-oriented
- Ability to multi-task
- 5+ years of teaching experience
- Experience as a department chair, assistant principal, or principal
- Administrative Credential

ASSISTANT PRINCIPAL

Reports to: Principal

The Dean of Student Support Services at LALA will work with the school's Principal to ensure that all students demonstrate dramatic student achievement gains and internalize the school's values. This individual will also help lead the Charter School's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

RESPONSIBILITIES

- Support with overseeing the administration or student discipline.
- Lead and oversee the PBIS team and support all activities to promote positive behavior.
- Oversee the Student Assistance Program.
- Collaborate with teachers to support day-to-day behavior.
- Develop and implement the additional supports for students such as daily trackers.
- Support with the development of student, classroom, and school schedules and calendars.
- Support with administration of student standardized and placement testing, including ELPAC.
- Designing and administering the summer school program.
- Working directly with classified staff to ensure the Charter School safety and emergency response program.
- Supporting student attendance, track daily attendance as well as chronic absenteeism.
- Implementing attendance incentive programs to support improvement of student attendance
- Overseeing the distribution of classroom supplies, textbooks, and all other instructional materials/devices, including, but not limited to technology.
- Supporting school recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Perform other duties as deemed necessary by the Principal.
- Follow all guidelines stated in the employee handbook.

QUALIFICATIONS

- B.A. degree

- Holds a current, valid California teaching credential.
- Minimum of one years of Dean of Student (or related position) preferred
- Positive employee evaluations
- Bilingual (Spanish) preferred
- Detail oriented
- Strong multi-tasking skills
- 5+ years of teaching experience preferred
- Ability to communicate clearly and concisely in written and oral form
- Ability to form effective working relationships with students, staff and the community
- Demonstrated commitment to the Charter School's social justice mission

COUNSELOR

Reports to: Principal

Provides counseling on such matters as conflict resolution, self-esteem issues, and crises intervention to individual students, groups, and families for the early identification of and/or intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Additionally, counsels on such matters as course selection, SAT scheduling and preparation, the college application process and platforms, community college options, and financial aid.

RESPONSIBILITIES

- Share information with student and parents regarding graduation/promotions and college entrance requirements if applicable.
- Consults with and advises parents and school personnel as means of helping students with educational and personal problems that may be interfering with learning and success in school.
- Participates in various multidisciplinary teams, to identify necessary support services (e.g. counseling, assessment, and interventions).
- Collaborates with Charter School administration and staff in developing student knowledge, skills, and attitudes that promotes personal, social, emotional, and academic growth.
- Provides individual and group counseling, and guidance to students in the academic, personal-social, and career domains.
- Helps students effectively utilize the educational opportunities of the Charter School; recommends available resources within the Charter School, school system and community to meet the needs of individual students; assists in making such referrals and contacts
- Maintains accurate records regarding student cases; analyzes data relevant to student needs
- Participates in the decision-making process at the school site
- Collaborates with teachers to provide elementary students with a smooth transition to new grade levels through matriculation activities
- Provides professional development to school staff and parent education workshops
- Monitors and case-manages student progress for targeted students
- Provides classroom guidance activities and develops school-wide guidance programs to address conflict resolution, self-esteem issues, peer relationships, goal-setting, college and career awareness, and the development of organizational skills and positive work habits
- Confers with the Principal and Assistant Principal regarding supplementary counseling needs to implement a result-based comprehensive counseling program

- Serves as mandated reporter for suspected child abuse
- Works with targeted populations as defined by the categorical funding source
- Performs other tasks as requested and deemed necessary by the Principal
- Follows all guidelines stated in the employee handbook
- Provides academic and career counseling to assigned students and prepares and maintains student records to ensure students stay in school on target to graduate and their parents are informed of their status and progress
- Assists with coordinating and administering of State and County-mandated standardized tests, as assigned.
- Communicates and coordinates with college and universities regarding admission requirements and opportunities in higher education that are available to students
- Arranges for college representatives to provide school visitations allowing students access to a variety of high-quality learning options, college sponsored admission and financial aid workshops
- Conducts family/student/teacher conferences related to disciplinary, attendance or academic problems
- Reviews school records; interviews student and uses various assessment techniques to determine placement in appropriate instructional levels
- Organizes and implements the scholarship and award presentations at end-of-year award ceremonies and graduation
- Acts as liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents
- Assists in identifying special needs of students and initiates referrals to other special services personnel as necessary
- Confers with teachers and principals, giving them information and advice on interpretation of test scores and backgrounds, aptitude problems of the students, and on ways to handle student behavior problems in the classroom
- Cooperates with representatives of public and private agencies such as police departments, sheriff's offices, probation and welfare departments, courts and youth opportunities centers in providing information on students; and prescreens pupils for possible referral to other supportive services or agencies.
- Participates with the Crisis Response Team as needed.
- Facilitates special education Individual Educational Planning Teams

KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS

- Knowledge of and experience in the use of counseling and guidance techniques with middle and high school students; desired
- Ability to communicate effectively and work cooperatively with colleagues, other school personnel, and community representatives and agencies
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts
- Understanding of the physical, intellectual, social and emotional growth patterns of students
- Ability to counsel students effectively and conference with parents concerning their child's school behavior and/or academic achievement
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups
- Ability to plan, organize, prioritize, and perform a variety of concurrent duties
- Ability to compose and comprehend written communication

- Ability to make formal public presentations
- Ability to use word processing, spread sheet, and presentation software
- Ability to travel to other sites/locations
- Ability to traverse all areas of the worksite
- Understanding of the relationship between the total educational program and counseling/guidance services
- Understanding of the physical, intellectual, social and emotional growth patterns of students
- Bilingual in Spanish preferred

QUALIFICATIONS

- Master's degree
- A California Pupil Personnel Services Credential
- Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services; desired
- Experience in individual or group counseling of school-age children; desired
- TB Test clearance & Department of Justice finger printing clearance; upon hire

TEACHERS

Reports to: Principal

RESPONSIBILITIES

- Facilitate curriculum, instruction, and assessment in a manner consistent with the mission and vision of the Charter School;
- Actively maintain respectful, open communication with students, parents, and other staff members;
- Help students learn to regulate their own behavior, develop strong interpersonal and coping skills, and use their voice;
- Assess student needs and look for ways to meet them as an ongoing part of their job;
- Collaborate with other teachers to plan integrated curriculum;
- Participate in weekly staff meetings to discuss school plans, student progress, teaching practice, and other issues as needed;
- Map instruction and student work to CCSS and to the Measurable Pupil Outcomes;
- Understand and comply with the California Standards for the Teaching Profession;
- Participate in planning and professional development activities before and during the school year;
- Pursue professional development and keep current with best practices in their subject areas;
- Maintain a professional portfolio;
- Participate openly in reflective dialogue and the peer evaluation process;
- Cooperate to allow observation of teaching by other teachers;
- Maintain communication with parents and guardians of students;
- Participate on at least one advisory committee; and
- Have regular, punctual attendance.

QUALIFICATIONS

- The Charter School shall ensure that teachers in the Charter School hold the 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 will have a valid credential to teach in California, with at least three years of teaching experience preferred.
- Teachers will demonstrate a deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice as teachers.
- Teachers will demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets.

SPECIAL EDUCATION TEACHER

Reports to: Principal

RESPONSIBILITIES

- Supports teachers through consultation and provision materials for implementation of strategies and instructional practices to meet the needs of students with special needs.
- Completes academic assessments for initial and triennial assessments using most current assessment tools and considering a variety of data.
- Utilizes assessment results in developing IEP goals and objectives to address the individual needs of each student.
- Develops IEPs and goals in alignment with student needs and the State Standards with appropriate accommodations/modifications.
- Maintains progress-monitoring data aligned to IEP goals and use data collection to support appropriate research-based instruction, inform instructional decisions, demonstrate student progress toward goal achievement, and modify goals as necessary.
- Periodically updates academic assessments and review progress with students, parents, and teachers as needed.
- Collaborates in the development and implementation of behavior intervention strategies and techniques as appropriate.
- Develops and assists in implementing Behavior Support Plans.
- Serves as case manager for students with special needs, providing input and guidance when necessary.
- Coordinates scheduling of IEPs for students with special needs with general education teachers, administration, and translators as needed.
- Coordinates with parents to ensure active participation at IEP meetings.
- Collaborates and communicates with outside service providers when necessary regarding all aspects of the IEP process.
- Performs other related duties as assigned.

QUALIFICATIONS

- Bachelor's degree required; MA/MS preferred.
- California Education Specialist Credential, Mild to Moderate Support Needs or Extensive Support Needs (intern, preliminary, or clear).
- Possess a CLAD or BCLAD certification to work with English learners.
- Excellent organizational, planning, and implementation skills.
- Ability to establish relationships and communicate effectively.
- Teachers will demonstrate a deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice as teachers.
- Teachers will demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets.

CLERK/OFFICE MANAGER

Reports to: Principal

RESPONSIBILITY

Delegating duties as appropriate to any office personnel or volunteers, the Office Manager:

- Performs clerical and administrative procedures for daily Charter School operations;
- Interacts pleasantly and professionally with all members of the learning community and the public;
- Maintains a neat and welcoming atmosphere in the office;
- Prepares correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner;
- Ensures that student data, permission slips, and other required paperwork are kept current for each student as needed;
- Prepares and maintains correspondence with students' parents;
- Translates Charter School documents and communications to Spanish or English as needed, or oversees contractor for this work;
- Ensures that the office phone is covered;
- Has regular, punctual attendance; and
- Assists teachers and administrative staff as needed.

QUALIFICATIONS

- Completion of high school or the equivalent; Associate's degree, Bachelor's degree or equivalent experience preferred.
- Two years of experience in office clerical work, preferably performing clerical work in a school.
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- They will effectively use standard office machines and computer software programs such as Microsoft Word, Excel, and email programs, as well as PowerSchool and CALPADS.
- They will speak, comprehend, read, and write fluently in Spanish and English.
- They will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

INSTRUCTIONAL ASSISTANT/PARAPROFESSIONAL

Reports to: Principal/Dean of Student Support Services

JOB DESCRIPTION

Under the direct supervision of a certified teacher or administrator, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of classroom discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

RESPONSIBILITIES

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the Charter School's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and storytelling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping;
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin;

- Follow all guidelines stated in the employee handbook.

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits or Associate's degree required; Bachelor's degree preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred
- Interpersonal skills using tact, patience and courtesy; and
- Deliver instructional programs to students who have learning and physical disabilities and/or social behavior problems.

INSTRUCTIONAL ASSISTANT (SPECIAL EDUCATION) / PARAPROFESSIONAL

Reports to: Principal/ Dean of Student Support Services

Under the direction of certificated personnel, the Special Education Instructional Assistant has the responsibility of providing support services to special education students.

RESPONSIBILITIES

- Accommodates the special needs of students with physical, emotional, behavioral, and mental disabilities, providing supplemental services as necessary.
- Assists in the implementation of unique intervention strategies to manage aggressive student behavior.
- Assist the special education teacher in providing students with equal access to adopted core curriculum in various settings.
- Updates special education teacher regarding student progress.
- Administers first aid and medical assistance to provide appropriate care for the medically fragile student, including toilet needs.
- Participates in daily activities, training sessions and special activities to assist in the implementation of IEP goals.
- Assists in implementing instruction necessary for students to meet IEP goals.
- Communicates with parents by phone as directed by teacher.
- Maintains and monitors effective group and individual student behavior to provide an optimum learning environment, implementing established discipline practice and policy.
- Assists in the evaluation of student performance by administering informal assessments.
- Collects data through assessment or observation on student academic and behavioral progress.
- Writes clear and concise notes to teachers and staff.
- Assists with preparation of, and works with specialized instructional materials, assists with preparation.
- Provides supervision to special education students during non-instructional periods.
- Maintains inventory of special education books, supplies, and equipment.
- Assists in the maintenance of student files and retrieval of pertinent information.
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits, Associate's degree; Bachelor's degree, preferred.

- Bilingual in Spanish (speak, read and write); preferred
- Understand special needs of disabled students.
- Provide support appropriate to the student's abilities.
- Work independently with students as directed by the teachers.
- Deal appropriately with disruptive and abusive behaviors.

INSTRUCTIONAL ASSISTANT (PHYSICAL EDUCATION COACH)

Reports to: Principal / Physical Education Teacher

Under the direct supervision of the Physical Education teacher and Principal, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

RESPONSIBILITIES:

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the district's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and storytelling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping.

- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.;
- Create and supervise all PBIS events;
- Supervise campus;
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits or Associate's degree; Bachelor's degree preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred

Knowledge of:

- English, and a basic understanding of the subject in which this position is to provide assistance;
- Basic child guidance principles and practices;
- Safe practices in classroom and playground activities;
- Reading and writing communication skills in English; Spanish preferred;
- Interpersonal skills using tact, patience and courtesy;
- Record-keeping techniques.

CAMPUS SUPERVISOR

Reports to: Principal/ Dean of Student Support Services

Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others at Los Angeles Leadership Academy.

RESPONSIBILITIES

- Patrols school corridors, rest rooms, cafeteria, assembly and athletic facilities, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Assists with supervision during recess/lunch to ensure the safety of students.
- Monitoring building safety and security
- Performs other duties as assigned and deemed necessary by Principal and/or Admin.

QUALIFICATIONS

- Completion of high school or the equivalent OR years of experience in lieu of HS degree
- A minimum of one year experience in a similar position
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Ability to lift and carry up to 30 lbs. and complete multiple tasks at once.
- Self-motivated and driven.
- Ability to be on feet and patrol for long periods of time.
- Experience in an educational setting preferred.

CUSTODIAN

Reports to: Principal/ Dean of Student Support Services
Keeping the Charter School as clean and tidy as possible is the overall responsibility of the custodian.

RESPONSIBILITIES

- Trash Cans - Dump, change bags (Daily) Cleaning restrooms
- Classrooms - Dump trash /replace bags daily, sweep floors daily, vacuum daily and at a minimum mop twice a week, sinks twice a week.
- Hallways/Stair Well - Sweep daily, at a minimum mop twice a week.
- Restrooms - Clean, restock, dump trash (Daily)
- Main Office - Trash, sweep daily, at a minimum mop twice a week.
- Cafeteria - Clean tables, sweep floors, trash, mop (Daily)
- MPR - Trash, sweep daily and at a minimum mop twice a week.
- Chapel - Trash, sweep daily and at a minimum mop twice a week.
- Front of the Charter School - Trash daily, sweep daily, at a minimum power wash once a week
- Primary Playground - Clean and sweep daily
- MS Patio - Clean daily, sweep daily, at a minimum power wash once a week.
- Patio (Parking Lot) - Sweep daily
- Parking Lot/Yard/MPR Patio - Sweep daily
- Teachers' Lounge - Trash daily, sweep daily, at a minimum mop twice a week
- Admin Office/Conference Room - Trash, vacuum or sweep daily, at a minimum mop twice a week.
- Avenue 28 Entrance - Clean and sweep daily, at a minimum power wash once a week
- Dumpster Area - Sweep and clear area, at a minimum power wash once a week
- Recycling Bins – Fridays
- Clean and maintain all PA, MS and HS facilities as assigned by supervisor.
- Performs other duties as assigned and deemed necessary by CEO/Superintendent and/or Admin.
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS

- One year experience in a similar position, preferred
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Ability to move heavy equipment and furniture.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (N), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

Health, Safety and Emergency Preparedness Plan

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

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

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

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

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to, all of the following pursuant to Education Code section 32282(a)(2)(A)-(N):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

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

Child Abuse and Neglect Mandated Reporter Training

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

Medication in School

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

Athletic Programs

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

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

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

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

Immunization and Health Screening Requirements

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

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

Safe Place to Learn Act

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

Suicide Prevention Policy

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

necessary, update its policy. Charter School shall provide the County with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

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

Feminine Hygiene Products

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child

care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

LALA'S PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD'S RACIAL AND ETHNIC BALANCE GOAL

LALA is committed to serving all children. LALA also is committed to maintaining a diverse student body, and takes steps to achieve a racial/ethnic balance as well as an inclusive population of SWD and EL students at LALA that is reflective of the District and our surrounding Lincoln Heights community.

Recruitment efforts include advertising in local paper, flyers, brochures, postcards, informational fairs, church visits, pre-school visits, Open Houses, monthly School Tours, and parent meetings at local schools. Languages targeted include Spanish and English. The recruitment strategy of the Charter School targets students directly through after-school programs, community events, summer community outreach programs, and Parks and Recreation programs and activities. The Parent Outreach Coordinator and Homeless and Foster Student Liaison (the Principal) also collaborate to enroll students referred by local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for not staying in school.

SPECIFIC ANNUAL OUTREACH, RECRUITMENT ACTIVITIES, MATERIALS, METHODS AND LANGUAGE(S)

We conduct outreach – making presentations to parents, distributing flyers and Lottery forms, hosting booths at fairs and events, and inviting parents to our Open Houses and monthly School Tours -- to families from the closest preschools, day care centers, elementary schools, after school programs and regional center (disability) programs. Charter School representatives, speaking both Spanish and English, conduct outreach activities throughout open enrollment at the following locations:

School Name	Address
Eastern Los Angeles Regional Center (for SWD)	1000 S. Fremont Ave. Alhambra CA 91803
South Central Los Angeles Regional Center (for SWD)	2500 S Western Ave. Los Angeles CA 90018
Lincoln Heights Recreation Center	2303 Workman St, Los Angeles, CA 90031
Downey Recreation Center	1772 N Spring St, Los Angeles, CA 90031
Rose Hill Recreation Center	4530 Mercury Ave., Los Angeles, CA 90032
Variety Boys & Girls Club	2530 Cincinnati St, Los Angeles, CA 90033
Legacy LA Best Buy Teen Tech Center	1530 San Pablo St, Los Angeles, CA 90033
Lincoln Heights Tutorial Program	2618 Workman St, Los Angeles, CA 90031

Los Angeles Boys & Girls Club	2635 Pasadena Ave., Los Angeles, CA 90031
Lincoln Heights Branch Library	2530 Workman St, Los Angeles, CA 90031
Benjamin Franklin Branch Library	2200 1st St, Los Angeles, CA 90033
Libros Schmibros Lending Library	103 N Boyle Ave., Los Angeles, CA 90033
Chinatown Branch Library	639 N Hill St, Los Angeles, CA 90012
Lincoln Heights Youth Center Complex	2911 Altura St, Los Angeles, CA 90031
Urban Futsal LA	352 N Ave 21, Los Angeles, CA 90031
Lincoln Park Recreation Center	3501 Valley Rd, Los Angeles, CA 90031
Cypress Park Community Center	929 Cypress Ave., Los Angeles, CA 90065
Lincoln Heights Certified Farmers Market	2800 N Broadway, Los Angeles, CA 90031
Food Oasis LAC	2051 Marengo St, Los Angeles, CA 90033
LA Rivers Farmers' Market	1245 N Spring St, Los Angeles, CA 90012

Additionally, LALA hosts an information booth at community events such as a local park openings, local sidewalk sales, and open house at a community center, farmers' markets, etc. LALA has representatives present at a recurring community event called Summer Night Lights, during which Charter School representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program.

As part of the application process, parents or guardians are strongly encouraged to attend an information session to learn more about the educational program of LALA. We host Information sessions are held at least monthly during the open enrollment from December to March 1st of each year.

How this Plan Will Achieve and Maintain the LAUSD's Racial and Ethnic Balance Goal

LALA's population is reasonably within range of LAUSD's racial/ethnic balance, with 94.6% Hispanic/Latino students, 1.4% White, 0.6% American Indian or Alaska Native, and 1.1% Asian.[153] We consistently seek to enroll a diverse population through our outreach efforts, detailed above. Our Charter School is reflective of the *neighborhood* we serve and the surrounding schools. At least annually, LALA's school and executive leadership will review student demographic data for race and ethnicity and determine if there are discrepancies between LALA's enrollment and both the general population residing within the boundaries of LAUSD and within local resident schools. LALA will conduct outreach efforts targeted toward student populations that may be underrepresented.

LALA's Plan for Achieving Special Education Pupil Balance Reflective of LAUSD Population

LALA's SWD enrollment was approximately 12.9% in 2023-24[154]. LALA will proactively conduct outreach targeted to SWD, including conducting outreach at the two Regional Centers nearest LALA. The Charter School's outreach plan will include distributing flyers that specifically highlight the academic gains made by SWD at LALA, and briefly talk about the individualized supports students receive through our MTSS model.

[153]https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647331996610&agglevel=school&year=2023-24

[154]https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647331996610&agglevel=school&year=2023-24

LALA'S PLAN FOR ACHIEVING ENGLISH LEARNER PUPIL BALANCE REFLECTIVE OF LAUSD POPULATION

As a result of our primary school's dual language program, as well as the community we serve, which has a high percentage of families who speak Spanish in their homes (77.3% of the population 5 years or older in our surrounding zip code, 90031, speak a language other than English at home, and of these, 74.2% speak Spanish),[155] LALA has a high EL population at 22.1%, with another 43.3% reclassified, significantly higher than District averages (20% ELs across all grades, K-12, and 24.5% reclassified across all grades).[156] We anticipate that the outreach activities detailed above will maintain similar percentages in the coming years.

[155]https://data.census.gov/cedsci/table?q=ZCTA5%2090031%20Language&tid=ACSST5Y2018.S1601&hidePreview=false

[156]https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647331996610&agglevel=School&year=2023-24

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." **(Ed. Code § 47605(c)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post

on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by schoosite. (Ed. Code § 221.9.)

ADMISSION POLICIES AND PROCEDURES

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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.

STUDENT RECRUITMENT

Los Angeles Leadership Academy recruits students from the community in multiple ways. As discussed in Element 7, LALA hosts an information booth at community events such as a local park opening, a local sidewalk sale, and a local open house at a community center. LALA has representatives present at a recurring community event called Summer Night Lights, during which school representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program. Finally, informational material is dropped off at various elementary schools in the community (after receiving permission to do so), enabling families to learn about LALA's engaging, constructivist learning model and social justice mission.

In addition, monthly school tours are scheduled to take place during the school year so that prospective families can see students interacting with each other and the teachers in the Charter School setting. For families who want to learn more about the Charter School as they transition into LALA, three evening New Family Information Nights are scheduled in the spring after the lottery is held.

As described in detail in Element 7, above, the Charter School implements a variety of student recruitment strategies to reach out to a diverse student population, including students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. The local community has a high concentration of families living below the poverty level, so these outreach efforts within the community are designed to reach socio-economically disadvantaged students. In addition, the availability of representatives at community events to personally interact with families and students encourages all families, including families of students with disabilities, English Learners, and students with histories of low academic performance, to seek alternatives to their neighborhood school by providing a means for them to become informed about their educational choices. LALA's social justice mission and use of a hands-on, inquiry-based approach to learning is appealing to families.

LOTTERY PREFERENCES AND PROCEDURES

Applications are accepted during a publicly advertised open enrollment period each year, which generally takes place from December through March 1st for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than there are available spaces. In the event that this happens, the Charter School holds a public random drawing ("lottery") to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside within LAUSD (as required by District Policy)
2. Siblings of students admitted to or attending the Charter School (to help families and build community)
3. Children of LALA employees (up to 10% of enrollment; to help our hard-working staff)
4. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Public random drawing rules, deadlines, dates and times are communicated in the Lottery form and on the Charter School's website. Public notice for the date and time of the public random drawing is also posted at Charter School entrances and by the Charter School office once the application deadline has passed.

The lottery meeting occurs at an evening meeting in March, on the LALA campus at 2670 Griffin Avenue, Los Angeles, CA 90031. Parents/guardians are invited to attend but told that they are not required to do so in order to secure a space for their child/ren. Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO/Superintendent). All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Additional names are selected, after all spaces have been filled, to constitute a waiting list. In no circumstance will a waitlist carry over to the following school year.

Parents of students selected at the lottery meeting are notified in writing by the COO of their child's admission to the Charter School, and are given three weeks to complete the enrollment packet and submit all necessary documentation to secure their spot. The Charter School shall require students who wish to attend the Charter School to complete an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization

3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[157]

The waiting list is used to fill the enrollment if any spaces become available. When a space becomes available and a child is to be promoted off the waiting list, families are notified by the Registrar via the phone numbers provided on the Lottery Form. If the school year for which the student is being offered a place has not yet commenced, the family must respond by returning the Enrollment Packet to the Registrar within 10 days to secure a spot; if the offer of admission is made within two weeks of the first day of the new school year or the school year already is in session, families must respond by returning the Enrollment Packet to the Registrar within two school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list is contacted. The registrar is available to assist families in completing the required forms and paperwork.

Lottery forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically retained on campus and available for audit and inspection, and lottery results and waiting lists for the school year (determined in the order names are drawn in the lottery) will be readily available in the school's main office for inspection upon request.

Parents and students admitted to the Charter School are strongly encouraged to attend an orientation session to review the policies and expectations of the Charter School. The Parent Outreach Coordinator works to ensure that all families understand these policies and expectations and that they are aware of ways to be involved in the Charter School's life and decision-making, though at no time is any parent/guardian expected to volunteer and volunteering or lack of volunteering has no impact on a student's admission or enrollment status at any time. Each student is given a Student & Parent Handbook containing the policies in English and Spanish (translation into additional languages is available if necessary).

[157] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – December of operating fiscal year
d. Second Interim Projections – March of operating fiscal year
e. Unaudited Actuals – August following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Other reports as requested by the County

The Charter School will carry out financial reporting to the County pursuant to Education Code Section 47604.33. The Charter School shall comply with all student attendance accounting and fiscal reporting requirements as set forth in the LACOE Monitoring and Oversight Memorandum of Understanding.

ANNUAL AUDIT PROCEDURES

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The LALA Board selects an independent auditor through a request for proposal format, facilitated by the CEO/Superintendent, who ultimately is responsible for contracting with the auditor selected by the Board. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Director of Finance and back-office services provider will work with the audit firm to provide the information they need.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO/Superintendent, along with the Board audit committee, if any, will review any audit exceptions or deficiencies and promptly report to the LALA Board with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The Director of Finance is responsible for working with the auditor and ensuring that the completed audit is sent to the required agencies by the statutory deadline.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child'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 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 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 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." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply

with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973.

NOTIFICATION

The Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the 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 governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

The Charter School shall comply with all applicable current law, including Education Code Section 47605(c)(5)(J), which is not reflected in the District's FSDRL.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM/RESTORATIVE JUSTICE

PBIS- POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS



LALA's PBIS Program is a prevention-oriented way for LALA to organize evidence- based behavioral interventions into a Multi-Tiered System of Support to maximize academic and social behavior outcomes for students. The fundamental purpose is to make the school a more effective, efficient and equitable learning environment for all students. This program allows students to develop, learn, and enhance their social, emotional, and behavioral competence to support their academic engagement. For their part, educators develop a positive, predictable, and safe environment that promotes strong interpersonal relationships with students through teaching, modeling, and encouragement.

Source: https://www.pbis.org/topics/school-wide

Throughout the school year, the PBIS team (composed of teachers, classified staff members, and administration), overseen by the Dean of Student Support Services), participates in Professional Development and training to implement the PBIS program at LALA and develop strategies and incentives to support the students.

PBIS Updates and Initiatives In the pursuit of creating a more enriching and supportive educational environment, our Charter School initiated a series of strategic changes starting in the 2022-23 school year, aimed at improving both school and student culture. Recognizing the profound impact that a positive school culture has on student achievement and well-being, these initiatives have been carefully designed to align with our school's vision and mission, fostering a community where students feel valued, understood, and motivated including:

- **Student of the Month Assemblies:** By celebrating students who exemplify the behaviors and values that our school holds dear, these assemblies have not only motivate students to strive for excellence but also establish role models within the student body, encouraging others to follow suit.
- **Incentivized Movie Day:** Designed to reward attendance and academic growth, these movie days have provided a tangible incentive for students to improve their academic performance and attendance. This initiative has contributed to creating an environment where academic growth is recognized and celebrated, thereby fostering a culture of achievement.
- **Positive Office Referrals:** Recognizing and celebrating student success in the classroom on a weekly basis has had a significant positive effect on student behavior and engagement. This practice has helped in reinforcing positive behaviors and achievements, contributing to a supportive and encouraging classroom atmosphere.

LALA has a tiered discipline plan that is progressive in nature and strikes a balance between teaching values, interventions and consequences. The main features of the discipline plan include, but are not limited to, the following guidelines:

- **Behavior Values**: *mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment*
- **Rules of Conduct and Behavior**: *attendance, computer policy, dress code policy (described in the Student-Parent Handbook), electronics, homework policy and tardy policy. LAPA will provide financial assistance to families in need for purchasing items outlined in the dress code policy.*
- **Consequences:** *warning and reminder, consequences to promote reflection, disciplinary referral to the office, loss of privileges, in-house suspension, suspension/parental supervision.*
- **Intervention Strategies**: *alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension*

The Charter School's *Student Handbook* is distributed in August of each year prior to the start of the school year. Each family receives a copy of these policies and is asked to verify that the policies have been reviewed with their children at the time of enrollment or at the beginning of the school year.

LALA uses the strategies of S*chool-Wide Positive Behavior Intervention and Supports* ("SWPBIS"), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills established by the U.S. Department of Education's Office of Special Education Programs, these strategies will support all students at LALA.

TIERED BEHAVIOR INTERVENTION (ALTERNATIVES TO SUSPENSION)

The LALA positive behavior support system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. LALA recognizes that to support our programs we must teach, model, and reinforce the *Schoolwide Positive Behavior and Intervention Supports* program. Based on studies that show punishment is less effective than prevention, the goal of SWPBIS is to create a climate in which appropriate behavior is the norm. SWPBIS provides an operational framework for achieving this outcome through a three-tiered model.

TIER I – CORE INSTRUCTION

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms for behavior.

In order to promote positive behaviors, LALA consistently implements Tier I support systems. All teachers and support staff maximize structures in the classroom and throughout the Charter School to develop predictable routines that promote positive, collaborative behaviors. All rules are clearly stated, posted and explicitly taught in the classroom, using examples and practice activities. Rules are also posted throughout the Charter School.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms.

Tier I Infractions

- Classroom disruptions (e.g. speaking out, out of seat)

- Occasional tardiness
- Disturbing/Distressing other student/s
- Incomplete work/Lack of participation/Poor team work
- Inappropriate clothing for school
- Non-compliance with rules

Tier I Consequences

- Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
- Assign student a written apology
- Assign contribution plan (e.g. contributing back to the classroom environment)
- Call parents and alert them about behavior, eliciting their partnership
- With the student, develop a contract with explicit expectations for behavior and consequences

TIER II: STRATEGIC OR SUPPLEMENTAL INTERVENTION

At Tier II, teachers use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports has proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School uses social skills instruction to increase integration of problem- solving, conflict resolution, and anger management, creating opportunities for the student to learn empathy throughout the day.

Strategies can include de-briefing, priming, and reflection. Teachers and support staff ensure self-management/self-monitoring is explicitly taught and supported.

Tier II Infractions

- Fighting/Aggressive behavior
- Excessive tardiness
- Bullying, harassment, sexual harassment
- Truancy
- Vandalism/Graffiti/Theft

Tier II Consequences

- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support

TIER III: INTENSIVE INTERVENTION

At Tier III, LALA uses the most intensive level of intervention and instruction and bases it on assessed need(s). Students requiring Tier III supports continue to receive support and instruction provided at the Tier I and Tier II levels. When a student's behavior begins to interfere with his or her educational achievement and social interaction with peers and adults, a Functional Behavior Assessment ("FBA") may be developed. When developing the FBA, a description of the behavior, its frequency, intensity, and duration, and the hypothesized function of the behavior is included, as well as data collection and analysis.

Tier III Infractions

- Violate Charter School policies
- Violate Board-approved discipline policies set forth in the Student-Parent Handbook or laws
- Chronic Level II behaviors requiring administrator involvement

Tier III Consequences

- Convene a Student Success Team
- Parent Conference
- Use debriefing/reflection forms to address misconduct
- Refer to community agencies
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension
- Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)

USING DATA

LALA reviews student behavior data on a regular basis by reviewing the Charter School's annual Suspension Rate as reported on the California School Dashboard, as well as data related to behavior referrals and feedback from students, families, and staff, through PowerSchool, instances of SST teams, and parent conferences.

IN-SCHOOL SUSPENSION

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code Section 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the CEO/Superintendent or designee shall establish a supervised supervision classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct under Education Code Section 48900.5.

If deemed necessary, LALA may assign in-school suspension, following the procedures for in-school and out-of-school suspensions outlined in the provisions here in Element 10, which constitute LALA's Suspension and Expulsion policy. In-school suspension will be served in either the Charter School's main office or an open classroom and will be supervised by the Principal or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year. An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

PROFESSIONAL DEVELOPMENT

Professional development at LALA includes ongoing classroom management workshops and training provided by the Dean of Student Support Services and Principal to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior. Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for Charter School staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures, governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition. All suspension procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. Additionally, the Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and are clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal

punishment includes the willful infliction of or willfully causing the infliction of physical pain on a 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.

The Charter School Principal shall ensure that students and their parents/guardians[158] are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed by the student and parent/guardian and the Charter School Principal during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or Charter School attendance occurring at any time including but not limited to: a) while on Charter School grounds; b) while going to or coming from the Charter School; c) during the lunch period,

[158] 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.

whether on or off the Charter School campus; d) during, going to, or coming from a Charter School-sponsored activity.

A. Enumerated Offenses

1. Discretionary Suspension or Expulsion Offenses. Students may be suspended when or expelled when the Principal or designee determines the student:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

    j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

    k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

    l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile

educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video, or image.
ii. A post on a social network Internet Website including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1)
(1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video or image.
ii. A post on a social network Internet Website including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to

knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a

certificated school employee, with the CEO/Superintendent or designee's concurrence.

b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 *et seq*.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Hearing Officer or Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be recommended for expulsion for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

B. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the CEO/Superintendent or designee with the student and the student's parent/guardian and, whenever practical, the teacher, or the Principal who referred the student to the CEO/Superintendent or designee. The conference may be omitted if the CEO/Superintendent 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 Charter 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.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days of when the student was suspended, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator (CEO/Superintendent, Principal) or designee shall make a reasonable effort to contact the parent/guardian by telephone, email 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter 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 such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) school days within one academic year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer within a reasonable number of days, at which the pupil has the right to bring legal counsel or an advocate. Upon a recommendation of expulsion by the CEO/Superintendent, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the CEO/Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. The student will be provided the opportunity, in coordination with the Principal and/or the classroom teacher, to receive instructional support and complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams. A parent/student may appeal a suspension decision by submitting an appeal in writing to LALA's Chief Executive Officer/Superintendent.

C. 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 student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student 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 student either upon the student'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 student's overall grade in the class.

Appeal of a Suspension

An appeal from the decision to suspend shall be made in writing to the Chief Executive Officer/Superintendent, or designee, within five calendar days after the decision of the principal or designee. The written appeal must specify the grounds for the appeal; that is, what provision of law, LALA's charter or the Parent/Student Handbook is said to have been violated or misapplied in the suspension process.

Within five calendar days of receipt of the written appeal the Chief Executive Officer/Superintendent shall notify the parent of the following:

- When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the hearing – the hearing officer will be the Chief Executive Officer/Superintendent or, in the event of a conflict, an administrator from LALPA, who is not familiar with the events at issue;
- Who may attend the informal hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed
- What types of evidence or testimony will be considered, e.g., documentary or testimonial evidence that proper procedures were not followed at the school level;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the Chief Executive Officer/Superintendent or designee) is final. If the decision to suspend is reversed, records of the initial decision are removed from the student's file.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the CEO/ following a hearing before it, and preceded by recommendation from the CEO/Superintendent. An Administrative Panel appointed by the CEO/Superintendent shall consist of at least three (3) members who do not have an instructional or supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the final determination regarding the expulsion of any student found to have committed an expellable offense subject to review (appeal) by the Board of Directors.

A student and their parents may appeal an expulsion decision by the entity conducting the hearing to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the CEO/Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The CEO/Superintendent or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;

8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel or the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The hearing officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing officer from exercising their discretion to remove a

person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the student and/or parent/guardian within five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Findings of fact, prepared/issued by the panel in support of its decision to expel based on evidence presented at the hearing, shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in

Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact. The Hearing Officer or Administrative shall make the determination regarding the expulsion within ten (10) school days following the conclusion of the hearing, or as soon as practicable.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The CEO/Superintendent or designee, following a decision of the Hearing Officer or Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) the reinstatement eligibility review date; (d) they type of educational placement during the period of expulsion; and (e) notice of appeal rights.

The CEO/Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense(s) committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Right to Appeal

Parents/Guardians (or students age 18 and over) shall have the right to appeal an expulsion decision of the Administrative Panel or Hearing Officer to the Charter School Board. Parents/Guardians may appeal

the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within fifteen (15) days) at which time the parent(s)/guardian(s) (or student aged 18 and over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The CEO/Superintendent will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to uphold the expulsion decision from the entity conducting the expulsion hearing shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, as support and monitored by the Principal. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

N. Rehabilitation Plans

Parents/guardians of students who are expelled from LALA shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel or Hearing Officer at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the student may reapply to LALA for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the CEO/Superintendent or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The CEO/Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the CEO/Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

RETIREMENT RIGHTS

CERTIFICATED STAFF MEMBERS

By individual election based upon eligibility, each certificated staff member of LALA may participate in the State Teachers' Retirement System. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

CLASSIFIED STAFF MEMBERS

By individual election based upon eligibility, each classified staff member of LALA may participate in the federal Social Security System or other LALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

OTHER RETIREMENT PLANS

By individual election based upon eligibility, each staff member of LALA may participate in the federal Social Security System or other LALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The Personnel Committee (an Advisory Committee to the Board) is responsible for recommending

retirement plans to the Board and will seek the input of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

The Director of Finance is responsible for making all appropriate arrangements regarding the establishment and maintenance of retirement coverage for certificated and classified staff.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

LALA is a school of choice. No student shall be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed in writing in the enrollment packet that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

Employees of the District or County who choose to leave the employment of the District or County to work at Charter School shall have no automatic rights of return to the District or County after employment at Charter School unless specifically granted by the District or County through a leave of absence or other agreement or policy of the District or County as aligned with the collective bargaining agreements of the District or County. Leave and return rights for District or County 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.

No employee shall be required to work for the Charter School.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

The County Board shall only approve a dispute resolution procedure if it is equitable to both parties. The County Board may condition its approval of a charter petition subject to the petitioner(s) making changes to the dispute resolution procedure that is equitable to both parties. Such changes must be made prior to the first day of the charter term. Both parties will attempt to settle such dispute by meeting and conferring in a good faith attempt to resolve the dispute.

NON-PROPOSITION 39 DISPUTES

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

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

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

Director II
Charter Schools Office
9300 Imperial Highway
Downey, CA 90242

The Los Angeles Leadership Academy
c/o Arina Goldring-Ravin, CEO/Superintendent
2670 Griffin Avenue
Los Angeles, CA 90031

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

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

CLOSURE PROCEDURES

The Charter School shall comply with the closure procedures as set forth in the LACOE Monitoring and Oversight Memorandum of Understanding.

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure Requirements and Recommendations " posted on

the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the County, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

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

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

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the County with all original student cumulative files and behavior records, pursuant to County policy and applicable County handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the County, in accordance with County procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LACBOE procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the County procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the County in the form of a CD or otherwise in accordance with County procedures.

4. Charter School must organize the original cumulative files for delivery to the County in two categories: active students and inactive students. Charter School will coordinate with the County for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the County a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the County the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the County and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the County immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities, a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

10. The Charter School shall transfer all special education records to the County.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the County any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the County. The County discloses that the California Education Code sets forth the requirements for the disposition of the County's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

SCHOOL'S CLOSURE AGENT

The CEO/Superintendent will serve as the Charter School's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

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

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

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

INSURANCE

Insurance and Risk Management:

Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

• Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LACOE.

• Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

• Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

• Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies,

equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

• Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

• Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

• Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

• Property Damage Liability replacement value limits sufficient to protect the school's assets.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insured's and shall provide specifically that any insurance carried by LA COE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

The Charter School shall provide evidence of insurance coverage to LACOE 30 days prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Charter Schools shall register with myCOI and certificates of insurance shall be submitted to:

www.mycoitracking.com

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, -employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference

this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

FISCAL MATTERS

Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to County oversight.

- The County's statutory oversight responsibility continues throughout the life of the Charter and requires that the County, among other things, monitors the fiscal condition of Charter School.

- The County is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

LALA-HS/MS

Comparison of original budget submission (appeal) and updated budget approved June 2025
FY25-26

	Original Appeal Submission 2025-26	Updated Budget-Jun26 2025-26	Change 2025-26	*Notes - changes*
SUMMARY				
Revenue				
LCFF Entitlement	7,732,021	3,294,584	(4,437,437)	*Reduced ADA by -254*
Federal Revenue	900,808	473,279	(427,530)	*Reduced ADA by -254*
Other State Revenues	1,702,825	828,455	(874,370)	*Reduced ADA by -254*
Local Revenues	-	-	-	
Fundraising and Grants	1,000	-	(1,000)	
Total Revenue	**10,336,654**	**4,596,317**	**(5,740,337)**	
Expenses				
Compensation and Benefits	3,837,780	2,063,900	(1,773,880)	*Reduced HS staff significantly due to reduced enrollment (40 vs 280)*
Books and Supplies	1,139,289	522,734	(616,555)	*Reduced due to decreased enrollment, needs*
Services and Other Operating Expenditures	3,410,592	1,533,080	(1,877,512)	
Depreciation	170,462	86,330	(84,132)	*Removed 2nd building*
Total Expenses	**8,558,123**	**4,206,044**	**(4,352,079)**	
			-	
Operating Income	**1,778,531**	**390,274**	**(1,388,257)**	
			-	
Fund Balance			-	
Beginning Balance (Audited)	5,379,492	4,748,340	(631,152)	
Operating Income	1,778,531	390,274	(1,388,257)	
			-	
Ending Fund Balance	**7,158,023**	**5,138,614**	**(2,019,409)**	
			-	
Total Revenue Per ADA	21,974	21,279	(695)	
Total Expenses Per ADA	18,193	19,472	1,279	
Operating Income Per ADA	3,781	1,807	(1,974)	
Fund Balance as a % of Expenses	84%	122%	39%	
			0	

LALA-HS/MS

Comparison of original budget submission (appeal) and updated budget approved June 2025
FY25-26

	Original Appeal Submission 2025-26	Updated Budget-Jun26 2025-26	Change 2025-26	*Notes - changes*
Key Assumptions			0	
			0	
Enrollment Breakdown			0	
6	70	60	(10)	
7	70	60	(10)	
8	70	65	(5)	
9	70	10	(60)	
10	70	10	(60)	
11	70	10	(60)	
12	70	10	(60)	
Total Enrolled	**490**	**225**	**(265)**	
Average ADA %	**96.0%**	**96.0%**	**0.0%**	
ADA				
4-6	67.20	58	(10)	
7-8	134.40	120	(14)	
9-12	268.80	38	(230)	
Total ADA	**470.40**	**216**	**(254)**	

LALA-HS/MS

Comparison of original budget submission (appeal) and updated budget approved June 2025
FY25-26

		Original Appeal Submission 2025-26	Updated Budget-Jun26 2025-26	Change 2025-26	*Notes - changes*
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid	4,935,210	2,081,207	(2,854,003)	*reduced ADA*
8012	Education Protection Account Entitlement	998,589	455,729	(542,860)	*reduced ADA*
8096	Charter Schools in Lieu of Property Taxes	1,798,222	757,648	(1,040,574)	*reduced ADA*
	SUBTOTAL - LCFF Entitlement	**7,732,021**	**3,294,584**	**(4,437,437)**	
				-	
Federal Revenue				-	
8181	Special Education - Entitlement	103,600	55,106	(48,494)	*reduced ADA*
8220	Child Nutrition Programs	566,014	262,080	(303,935)	*reduced ADA*
8291	Title I	150,096	77,897	(72,199)	*reduced ADA*
8292	Title II	15,894	9,471	(6,423)	*reduced ADA*
8293	Title III	11,023	5,721	(5,302)	*reduced ADA*
8294	Title IV	12,840	6,664	(6,176)	*reduced ADA*
8296	Other Federal Revenue (Title IV SSAE Competitive Grant, CARE	41,341	56,341	15,000	*reduced ADA*
	SUBTOTAL - Federal Revenue	**900,808**	**473,279**	**(427,530)**	
				-	
Other State Revenue				-	
8381	Special Education - Entitlement (State	421,902	194,229	(227,672)	*reduced ADA*
8382	Special Education Reimbursement (State	37,496	17,217	(20,278)	*reduced ADA*
8520	Child Nutrition - State	163,220	75,151	(88,069)	*reduced ADA*
8545	School Facilities Apportionments	430,651	215,158	(215,493)	*reduced ADA*
8550	Mandated Cost Reimbursements	13,617	3,448	(10,170)	*reduced ADA*
8560	State Lottery Revenue	134,129	61,590	(72,539)	*reduced ADA*
8590	All Other State Revenue	75,428	-	(75,428)	*reduced ADA*
8591	Prop 28 Arts & Music in Schools	64,725	30,944	(33,781)	*reduced ADA*
8593	ELOP	158,175	124,805	(33,370)	*reduced ADA*
8596	ASES	203,482	105,913	(97,569)	*reduced ADA*
	SUBTOTAL - Other State Revenue	**1,702,825**	**828,455**	**(874,370)**	
				-	
Fundraising and Grants				-	
8802	Donations - Private	1,000	-	(1,000)	
	SUBTOTAL - Fundraising and Grants	**1,000**	**-**	**(1,000)**	
				-	
TOTAL REVENUE		**10,336,654**	**4,596,317**	**(5,740,337)**	
				-	

LALA-HS/MS

Comparison of original budget submission (appeal) and updated budget approved June 2025
FY25-26

		Original Appeal Submission 2025-26	Updated Budget-Jun26 2025-26	Change 2025-26	*Notes - changes*
EXPENSES				-	
				-	
Compensation & Benefits				-	
				-	
Certificated Salaries				-	
1100	Teachers Salaries	1,784,589	1,003,263	(781,326)	*Reduced high-school staff due to reduced ADA (3 vs 11 FTE)*
1103	Teacher - Substitute Pay	41,200	-	(41,200)	*Reduced high-school staff due to reduced ADA*
1300	Certificated Supervisor & Administrator Salaries	262,315	204,975	(57,340)	*Reduced high-school staff due to reduced ADA*
1900	Certificated Other Salaries	99,591	0	(99,591)	*Reduced high-school staff due to reduced ADA - removed HS counselor*
	SUBTOTAL - Certificated Salaries	**2,187,695**	**1,208,238**	**(979,457)**	
				-	
Classified Salaries				-	
2100	Classified Instructional Aide Salaries	69,844	24,300	(45,544)	*Reduced high-school staff due to reduced ADA*
2400	Classified Clerical & Office Salaries	190,409	82,566	(107,843)	*Reduced high-school staff due to reduced ADA*
2900	Classified Other Salaries	320,237	154,344	(165,894)	*Reduced high-school staff due to reduced ADA*
2930	Other Classified - Maintenance/grounds	160,480	124,560	(35,920)	*Reduced high-school staff due to reduced ADA*
	SUBTOTAL - Classified Salaries	**740,970**	**385,769**	**(355,201)**	
				-	
				-	
Employee Benefits				-	
3100	STRS	374,493	203,054	(171,438)	*calculted based on salaries above*
3300	OASDI-Medicare-Alternative	102,480	56,029	(46,451)	*calculted based on salaries above*
3400	Health & Welfare Benefits	369,188	182,781	(186,407)	*Reduced high-school staff due to reduced ADA*
3500	Unemployment Insurance	23,417	6,510	(16,907)	*calculted based on salaries above*
3600	Workers Comp Insurance	39,537	21,519	(18,018)	*calculted based on salaries above*
	SUBTOTAL - Employee Benefits	**909,115**	**469,893**	**(439,222)**	
				-	
Books & Supplies				-	
4100	Approved Textbooks & Core Curricula Materials	1,636	1,386	(249)	
4200	Books & Other Reference Materials	3,399	-	(3,399)	
4315	Custodial Supplies	8,669	4,969	(3,700)	*removed 2nd location*
4320	Educational Software	136,699	30,613	(106,086)	*Reduced per actual need per grade level*
4325	Instructional Materials & Supplies	43,580	9,003	(34,577)	*Reduced per actual need per grade level*
4330	Office Supplies	49,802	19,676	(30,126)	*removed 2nd location*
4350	Uniforms	8,993	1,500	(7,493)	
4352	ASES	203,482	105,913	(97,569)	*Updated ASES grant, confirmed reduced for FY26*
4400	Noncapitalized Equipment	11,697	2,690	(9,007)	

LALA-HS/MS

Comparison of original budget submission (appeal) and updated budget approved June 2025
FY25-26

		Original Appeal Submission 2025-26	Updated Budget-Jun26 2025-26	Change 2025-26	*Notes - changes*
4410	Classroom Furniture, Equipment & Supplies	7,067	1,600	(5,467)	
4710	Student Food Services	664,266	345,384	(318,882)	*reduced ADA*
4720	Other Food	-	-	-	
	SUBTOTAL - Books and Supplies	**1,139,289**	**522,734**	**(616,555)**	
				-	
Services & Other Operating Expenses				-	
5200	Travel & Conferences	10,844	3,017	(7,827)	
5300	Dues & Memberships	19,941	9,506	(10,435)	
5400	Insurance	125,820	69,490	(56,330)	*Removed 2nd facility - amount estimated*
5605	Equipment Leases	26,429	12,404	(14,024)	
5610	Rent	660,648	341,804	(318,844)	*Removed 2nd facility*
5615	Repairs and Maintenance - Building	88,771	3,900	(84,871)	*Removed 2nd facility, removed contracted janitorial*
5617	Repairs and Maintenance - Other Equipment	20,600	18,000	(2,600)	*Removed 2nd facility*
5619	Non-Cash Lease Adjustment	4,574	-	(4,574)	
5807	Family Outreach	3,953	2,062	(1,890)	
5810	COVID Contracted Services (nursing, etc)	43,947	44,006	59	
5813	College Readiness Expense	20,705	-	(20,705)	*Removed college readiness costs of HS*
5815	Consultants - Instructional	305,815	166,393	(139,422)	*Removed Sparks - was originally in lieu of payroll*
5820	Consultants: Non Instructional	219,791	49,750	(170,041)	*Removed contracted security ($14,656), reduced Slavic admin fees*
5824	District Oversight Fees	79,294	32,946	(46,348)	*reduced per decrease in ADA-driven revenues*
5836	Fingerprinting	1,040	510	(530)	
5851	Marketing and Student Recruiting	3,090	1,475	(1,615)	
5858	CMO Fees Expense	696,492	396,943	(299,549)	*Home office costs reduced - some staff moved to sites*
5860	Printing and Reproduction	1,179	990	(189)	
5863	Professional Development	22,536	11,508	(11,028)	
5866	Van Expenses	2,403	1,167	(1,237)	
5869	Special Education Contract Instructors	489,082	138,000	(351,082)	*Removed Sparks contracted in lieu of payroll*
5872	Special Education Encroachment	108,253	49,867	(58,386)	
5874	Sports	81,679	17,500	(64,179)	
5875	Staff Recruiting	24,653	7,297	(17,356)	
5877	Student Activities	35,961	14,914	(21,047)	
5878	Student Assessment	11,214	17,167	5,953	
5881	Student Information System	40,968	19,954	(21,014)	
5884	Substitutes	102,176	46,300	(55,876)	
5887	Technology Services	82,520	22,298	(60,222)	*Reduced M-Theory per contracted amount*
5900	Communications	70,974	31,931	(39,043)	
5915	Postage and Delivery	5,239	1,981	(3,258)	

LALA-HS/MS

Comparison of original budget submission (appeal) and updated budget approved June 2025
FY25-26

		Original Appeal Submission 2025-26	Updated Budget-Jun26 2025-26	Change 2025-26	*Notes - changes*
SUBTOTAL - Services & Other Operating Exp.		**3,410,592**	**1,533,080**	**(1,877,512)**	
				-	
Depreciation Expense				-	
6900	Depreciation	170,462	86,330	(84,132)	
SUBTOTAL - Depreciation Expense		**170,462**	**86,330**	**(84,132)**	
				-	
TOTAL EXPENSES		**8,558,123**	**4,206,044**	**(4,352,079)**	

Board Meeting – July 15, 2025

Item V. Reports / Study Topics

A. Uniform Complaint Procedure Quarterly Report for Educational Programs, April 1st – June 30th, 2025

Education Code section 35186 *(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.*

Los Angeles County Office of Education

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2024-2025

DISTRICT NAME	DATE
Los Angeles County Office of Education	July 15, 2025
PERSON COMPLETING THIS FORM	**TITLE**
Dr. Diana Velasquez	Executive Director

Quarter Covered by This Report (Check One Below):

☐	1st QTR	July 1 to September 30	Due: Friday, October 18, 2024
☐	2nd QTR	October 1 to December 31	Due: Friday, January 17, 2025
☐	3rd QTR	January 1 to March 31	Due: Friday, April 18, 2025
☒	4th QTR	April 1 to June 30	Due: Friday, July 18, 2025

DATE REPORT WAS PRESENTED TO THE GOVERNING BOARD AT A REGULARLY SCHEDULED MEETING
July 15, 2025

Please Check the Box That Applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL			

PRINT NAME OF DISTRICT SUPERINTENDENT	
Dr. Debra Duardo, M.S,W., Ed.D	
SIGNATURE OF DISTRICT SUPERINTENDENT	**DATE**

Submit the Quarterly Summary Using Canvas Account
https://lacoepd.instructure.com/courses/715
or Mail to:
Los Angeles County Office of Education
Attn: Francisco Jimenez, Williams Instructional Materials
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
Fax: (562) 803-8325
Email: Jimenez_Francisco@lacoe.edu

Board Meeting — July 15, 2025

Item V. Reports / Study Topics

B. Report on Board Policy (BP) / Administrative Regulation (AR) 5113.1 (Chronic Absence and Truancy); BP/AR 5131.6 (Alcohol and Other Drugs); BP/AR 6174 (Education for English Learners); BP 5141.52 (Suicide Prevention); BP 3230 (Federal Grant Funds); BP/AR 1340 (Access to Records); BP/AR 5125 (Student Records); BP/AR 6159 (Individualized Education Program); Board Bylaw (BB) 9224 (Oath or Affirmation); and BB 9260 (Legal Protection) (Enclosure)

The Board Policies reflect changes to bring policies into compliance with Education Code and other appropriate statutes, regulations and court decisions.

Report on Board Policies

#	Title	Executive Cabinet
1.	BP/AR 5113.1 Chronic Absence and Truancy	Dr. Maricela Ramirez
2.	BP/AR 5131.6 Alcohol and Other Drugs	Dr. Maricela Ramirez
3.	BP/AR 6174 Education for English Learners	Dr. Ruth Perez
4.	BP/ 5141.52 Suicide Prevention	Ms. Alicia Garoupa
5.	BP 3230 Federal Grant Funds	Ms. Karen Kimmel
6.	BP/AR 1340 Access to Records	Ms. Vibiana Andrade
7.	BP/AR 5125 Student Records	Ms. Vibiana Andrade
8.	BP/AR 6159 Individualized Education Program	Ms. Vibiana Andrade
9.	BB 9224 Oath or Affirmation	Ms. Vibiana Andrade
10.	BB 9260 Legal Protection	Ms. Vibiana Andrade

Students BP 5113.1

CHRONIC ABSENCE AND TRUANCY

The County Board believes that excessive absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The County Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by LACOE~~.~~, and that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible.

The County Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and/or truants, as defined in law and administrative regulation, and to identify patterns of absence of students enrolled in County-operated schools.

~~He/she shall provide the County Board with data on school attendance, chronic absence, and truancy rates for all LACOE students, for each school, and for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion in LACOE's local control and accountability plan and other applicable school and LACOE plans.~~

LACOE encourages positive attendance in its programs and activities. All students participating in LACOE programs, including state and federal early education programs, and activities are expected to meet attendance requirements. In the event of absence or truancy, LACOE will follow legal requirements and work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. The County Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems~~ of involved students to resolve attendance issues and promote better attendance by using alternatives to suspensions or expulsion with truants~~.

The County Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy, including in relation to grade level and student subgroup patterns of chronic absence and truancy. ~~He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems~~. The County Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment~~,~~; relevant and engaging learning experiences~~,~~; school activities that help develop students' feelings of connectedness with the

school, including personalized relationships between students and teachers and/or support staff; school-based health services~~,~~; letters alerting parents/guardians to the value of regular school attendance, including the use of bilingual aides and communication in the primary language used by parents/guardians; and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

LACOE encourages positive attendance in its programs and activities. All students participating in LACOE programs**,** including state and federal early education programs, and activities are expected to meet attendance requirements. In the event of absence or truancy, LACOE will follow legal requirements and work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

LACOE students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals~~,~~; transportation assistance~~,~~; counseling, including trauma-informed practices, for mental or emotional difficulties~~,~~; academic supports~~,~~; efforts to address school or community safety concerns~~,~~; discussions with the student and parent/guardian about their attitudes regarding schooling~~,~~; or other strategies to remove identified barriers to school attendance. The County Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The County Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

LACOE students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

To provide students with an opportunity to make up lost instructional time and offset absences, the County Superintendent or designee may implement an attendance recovery program for students in grades transitional kindergarten-12. Any such attendance recovery program shall be operated in accordance with Education Code 46211 and as specified in the accompanying administrative regulation.

A LACOE student's truancy, tardiness, or other absence from school shall not be the sole basis for his/her out-of-school suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The County Superintendent, attendance supervisor, or designee shall ~~provide~~ periodically report to the County Board regarding student attendance patterns in the County, including ~~with~~ data on school attendance, chronic absence, and truancy rates for all LACOE students, for each school, grade level and for each numerically significant student subgroup as defined in Education Code 52052. Such ~~data~~ information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy ~~disaggregated~~ and to ~~used in the~~ develop~~ment of~~ annual goals and specific actions for student attendance and engagement to be included ~~and for inclusion~~ in LACOE's local control and accountability plan and other applicable school and LACOE plans. As appropriate, the County Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

Refer to the Head Start and Early Learning Division, Enrollment, Recruitment, Selection, Eligibility and Attendance (ERSEA) grantee instructional memo for chronic absence and truancy policies for students enrolled in state and federal early learning programs.

Policy
adopted: June 19, 2018

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Students AR 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Definitions

1. Excused Absence: absences treated as excused absences by law.

2. Immediate Family: mother, father, grandparent, brother, sister, son, daughter, spouse, or relative living in the same household.

3. Unexcused Absence: absences not treated as excused absences.

4. Truancy: when a student subject to compulsory attendance is absent from school without valid excuse three full days in one school year, or tardy for over thirty (30) minutes during the school day on three or more occasions in one school year, or any combination of full-day absences or tardies over thirty (30) minutes.

5. Habitual Truant: a student who has been reported as truant three or more times per school year and with whom designated LACOE staff and the student's parent/legal guardian have held, to the extent possible, at least one conference. Subsequent truancy reports shall be made upon one day's unexcused absence or one occasion of tardiness of over thirty (30) minutes in the same school year. (Education Code 48262, 48264.5)

6. SARB: School Attendance Review Board

7. Chronic Absence (Ed Code 609010)-when a student is absent on 10 percent or more of the schooldays in the school year when the total number of days a student is absent is divided by the total number of days the student is enrolled and school was actually taught LACOE schools, exclusive of Saturdays and Sundays.

8. Chronic Truant (Ed Code 48263.6)-when a student is absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, if LACOE has met the requirements of Education Code 48260-48263 and 48291.

9. Valid Excuse- For purposes of classifying a student as a truant, an absence for any of the reasons specified in, but not limited to, Education Code 48205 (illness, quarantine, medical appointment, funeral of immediate family member, jury duty, illness of his/her child, justifiable personal reasons, service on precinct board, time spent with immediate family member in military as specified) ~~or~~ and Education Code 48225.5 (work permit) or other reasons at the discretion of school administrators, based on the facts of the student's circumstances and Administrative Regulation 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

10. A student's truancy, tardiness, or other absence from school shall not be the basis for his/her suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

AR 5113.1(b)

CHRONIC ABSENCE AND TRUANCY (continued)

Truancy

1. Upon determination of truancy of a student enrolled in a LACOE program or activity, designated LACOE staff shall notify the student's parent/legal guardian of the following:

   a. The student's initial truancy. Notification should be done by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

   b. The parent/legal guardian's obligation to compel the student's attendance in the LACOE program or activity

   c. ~~Parents/legal guardians who fail to compel their students to attend the LACOE program or activity may be guilty of an infraction and/or subject to prosecution~~

   d. Other alternative educational programs are available for the student

   e. The parent/legal guardian has the right to meet with designated LACOE staff to discuss solutions to the student's truancy

   ~~f. The student may be subject to prosecution for truancy~~
   f. Mental health and supportive services may be available to the LACOE student and the family

   ~~g. The student may be subject to suspension, restriction or delay of driving privileges~~
   g. LACOE school personnel are available to meet with the student and family to develop strategies to support the student's attendance at school

   ~~h. The parent/legal guardian is strongly recommended to attend school for one full day with the student~~
   h. LACOE students, parents/guardians and school staff are to be informed of the impact of chronic absenteeism and accompanying research which shows that missing 10 percent of school for any reason can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

2. The site administrator/designee, peace officer, or probation officer may arrest or assume temporary custody of a truant minor.

a. The truant minor should then be delivered to either the parent/legal guardian or the LACOE program or activity of attendance.

b. Any person arresting or assuming temporary custody of a truant minor shall report the matter to designated LACOE staff and the minor's parent/legal guardian.

3. Subsequent truancies shall be reported to the site administrator/designee or County Superintendent.

AR 5113.1(c)

CHRONIC ABSENCE AND TRUANCY (continued)

a. For the first truancy in the same school year, the student and parent/legal guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance.

b. For the second truancy in the same school year, the student may be assigned to an afterschool or weekend study program, where appropriate. LACOE may also refer the student to the home district's placement options. The student may receive a written warning and/or a referral to the home district's placement options. The record of the written warning may be kept at the LACOE site for a period of not less than two years, or until the student graduates or transfers from that LACOE program or activity. Upon transfer, the record may be forwarded to the new school. Law enforcement may also retain a record.

i. An appropriate LACOE staff member shall make a conscientious effort to hold at least one conference with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

c. For the third truancy in the same school year, or a failure to fulfill the afterschool or weekend study program requirements, the student may be referred to and required to attend a truancy mediation or similar program, as determined by the home district.

d. For the fourth truancy in the same school year, or a failure to fulfill the truancy mediation or similar program requirements, the student shall be deemed a habitual truant and may be referred to ~~placed in~~ the jurisdiction of the juvenile court. The student may become a ward of the court and subject to one or more of the following:

(1) Community service at an approved agency for not less than twenty but not more than forty hours over a ninety day period during times other than school attendance or employment. The approved agency shall monitor/report the student's participation in community service.

(2) Payment of up to a fifty dollar fine, for which the student's parent/legal guardian may be held jointly liable.

(3) Attendance at a court-approved truancy prevention program.

(4) ~~Suspension, revocation, or delay of the student's driving privileges if the student has attended a SARB review board program, a probation department program in lieu of a SARB program, or a truancy mediation program.~~

4. If the student falls under juvenile court jurisdiction, the court may order the student's parent/legal guardian to deliver the student to school for the remainder of the term.

AR 5113.1(d)

CHRONIC ABSENCE AND TRUANCY (continued)

This order may be suspended if the parent/legal guardian, within three days of judgment, executes a two hundred dollar ($200) bond on condition that the student will regularly attend an educational program and not be insubordinate or disorderly during attendance.

5. Designated LACOE staff shall, after attempts to hold conferences with the student and parent/legal guardian, refer a student deemed a habitual truant or habitually insubordinate/ disorderly in school to the district's SARB, child welfare and attendance officer, County Superintendent, or probation department, where appropriate. This may result in referral to the district attorney or a probation officer if community resources cannot resolve the problem.

County SARB

1. LACOE authorizes the establishment of a County SARB.

2. County SARB members shall include the following:

a. Parent/legal guardian

b. School district representative

c. Probation department representative

d. County welfare department representative

e. County Superintendent or designee

f. Law enforcement representative

g. Community-based youth service center representative

h. School guidance representative

i. Child welfare and attendance representative

j. School or county health care personnel

k. School, county or community mental health personnel

l. County district attorney's office representative

m. County public defender's office representative

CHRONIC ABSENCE AND TRUANCY (continued)

3. School district representatives on the County SARB shall be nominated by their home districts' governing boards and appointed by the County Superintendent. All other members shall be appointed by the County Board.

4. The County SARB may develop its own rules and regulations, not inconsistent with law, that are necessary to its effective functioning. These rules and regulations will also bind local SARBs that the County SARB creates.

5. The County SARB shall meet annually at the beginning of the school year to adopt plans promoting interagency and community cooperation and to reduce duplication of services for youth with serious school attendance and behavioral problems.

6. The County SARB may elect a chairperson to coordinate the SARB's services.

7. The County SARB may provide consultant and coordination services to local SARBs. The County SARB may also encourage the local SARBs to inventory and improve use of local community resources.

Complaints

If a student or parent/legal guardian has a complaint regarding the operation of this policy, s/he is strongly encouraged to voice his/her concerns.

(cf. - Student Complaint Policy, Uniform Complaint Procedure)

Legal Reference:
Education Code 1244, 35160, 48320 et seq., 48340;
5 CCR 200-202, 404-406, 420-422.
Education Code 1244, 1700 et seq., 46010, 48260 et seq., 48290 et seq., 48321, 48340; 5 CCR 200-202, 404-406, 420-422; VC 13202.7.

Students BP 5131.6(a)

ALCOHOL AND OTHER DRUGS

The County Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The County Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 5137 - Positive School Climate)

LACOE's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The County Superintendent or designee may collaborate with local school districts, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

~~*(cf. 1020 - Youth Services)*~~
~~*(cf. 1220 - Citizen Advisory Committees)*~~
(cf. 6020 - Parent Involvement)

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that ~~utilize randomized controlled studies to prove effectiveness to~~ educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

(cf. 5131.62 - Tobacco)

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

(cf. 5141.6 - School Health Services)

ALCOHOL AND OTHER DRUGS (continued)

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Instruction and Notification

LACOE shall provide evidence-based preventative, consistent with law, the accompanying administrative regulation, and Board Policy 5141.52 – Suicide Prevention, instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is prohibited. Instruction shall not include any message on responsible use of drugs or alcohol when such use is illegal. (Health and Safety Code 11999.2)

LACOE shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

LACOE shall annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, the possibility that dangerous drugs can be found in counterfeit pills, and the risks of social media being used as a way to market and sell synthetic drugs. Additionally, LACOE, and each school that maintains its own website, shall post such information on its website. (Education Code 48985.5)

Intervention, Referral, and Student Assistance Programs

The County Superintendent or designee shall inform LACOE staff, students, and parents/guardians about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral**,** and other student assistance programs.

The County Board strongly encourages any student who is using alcohol or drugs to discuss the matter with ~~his/her~~ the student's parent/guardian/education rights holder or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use, including that, in accordance with Education Code 48900, students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended.

(cf. 5141.52 - Suicide Prevention)

Opioid Antagonists

Students in middle school or high school, may carry federally approved opioid antagonist for the emergency treatment of persons sufferingor reasonably believed to be suffering, from an opioid overdose, while on a school site or participating in a school activity. (Education Code 49414.6)

Additionally, students 12 years of age or older, while on a school site or participating in school activities, when possible, may carry and administer a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication that is federally approved for over-the counter nonprescription use for the purpose of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.35)

Enforcement~~/~~ and Discipline

~~Students~~ Unless otherwise authorized by law with written health care provider authorization, students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 3513.3 – Tobacco and Marijuana-Free Schools)
(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 5131 - Conduct)
~~*(cf. 5131.61 - Drug Testing)*~~
~~*(cf. 5131.63 - Steroids)*~~
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
(cf. 5145.12 - Search and Seizure)

ALCOHOL AND OTHER DRUGS (continued)

The County Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians LACOE's policies, regulations, and school rules related to the use of alcohol and other drugs.

Any student found selling a controlled substance listed in Health and Safety Code 11053-11058 shall be ~~expelled~~ recommended for expulsion in accordance with ~~BP/AR~~ Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

LACOE may use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral. (Education Code 49414.4)

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6145 - Extracurricular and Cocurricular Activities)

Program Evaluation

The County Board and County Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of LACOE programs in reducing drug and alcohol use. The County Superintendent or designee shall periodically report to the County Board on the effectiveness of LACOE activities in achieving identified objectives and outcomes. (20 USC 7116)

(cf. 0500 - Accountability)

Legal Reference: (see next page)

ALCOHOL AND OTHER DRUGS (continued)

Legal Reference:
EDUCATION CODE
32282 School safety plans
44049 Known or suspected alcohol or drug abuse by student
44645 In-service training anabolic steroids
48900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
48901.5 Prohibition of electronic signaling devices
48902 Notification of law enforcement authorities; civil or criminal immunity
48909 Narcotics or other hallucinogenic drugs
48915 Expulsion; particular circumstances
48980 Parent/Guardian notifications
48985.5 Fentanyl and synthetic drugs danger notification
49414.35 Opioid antagonist use by students
49414.4 Alternatives to law enforcement referrals for opioid misuse
49414.6 Opioid antagonist possession
49428.16 County Working Group on Fentanyl Education in Schools
49602 Confidentiality of pupil information
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51210 Areas of study
51220 Areas of study, grades 7 to 12
51225.38 Health education; fentanyl instruction
51260-51269 Drug education
60041 Instructional materials
60110-60115 Instructional materials on alcohol and drug education
BUSINESS AND PROFESSIONS CODE
25608 Alcohol on school property; use in connection with instruction
HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana
11053-11058 Standards and schedules
11353.6 Juvenile Drug Trafficking and Schoolyard Act
11357 Unauthorized possession of marijuana; possession in school or on school grounds
11361.5 Destruction of arrest or conviction records
11372.7 Drug program fund; uses
11802 Joint school-community alcohol abuse primary education and prevention program
11999-11999.3 Alcohol and drug program funding; no unlawful use
124175-124200 Adolescent family life program
PENAL CODE
13860-13864 Suppression of drug abuse in schools
VEHICLE CODE
13202.5 Drug and alcohol related offenses by persons under age of 21, but aged 13 or over;
WELFARE AND INSTITUTIONS CODE
828 Disclosure of information regarding minors
828.1 Disclosure of criminal records; protection of vulnerable staff ~~&~~ and students
UNITED STATES CODE, TITLE 20
5812 National education goals
7101-7122 Student Support and Academic Enrichment Grants

Management Resources:

WEB SITES
California Department of Education, Alcohol, Tobacco and Other Drug Prevention: http://www.cde.ca.gov/ls/he/at
California Healthy Kids: http://www.californiahealthykids.org
~~Office of Safe and Healthy Students: https://www2.ed.gov/about/offices/list/oese/oshs~~
U.S. Department of Education, Student Support, and Academic Enrichment Program: (https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/student-support-and-academic-enrichment-program)

Students AR 5131.6(a)

ALCOHOL AND OTHER DRUGS

Instruction

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. (Education Code 51203, 51260)

(cf. 5131.62 - Tobacco)

Instruction on the nature and effects of alcohol shall include information about excessive alcohol use and the short- and long-term health risks of excessive alcohol use, including information about excessive drinking, the immediate effects of alcohol that increase the risks of harmful health conditions, and how excessive alcohol use can lead to the development of chronic diseases and other serious problems, including alcohol-related deaths and mental health problems. (Education Code 51203)

In grades 1-6, instruction in drug education should be given in health courses required by Education Code 51210. (Education Code 51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220. (Education Code 51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (Education Code 51203)

(cf. 6143 - Courses of Study)

Additionally, beginning with the 2026–27 school year, courses in health education required for graduation from high school shall include instruction in the dangers associated with fentanyl use in accordance with Education Code 51225.38.

(cf. 6142.8 - Comprehensive Health Education)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (Education Code 51260)

1 The ability to interact with students in a positive way

2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus

3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention

LACOE staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

AR 5131.6(b)

ALCOHOL AND OTHER DRUGS (continued)

If the principal or designee~~, in his/her professional capacity or in the course of his/her employment, knows,~~ observes or suspects that a student may be under the influence of alcohol or drugs, ~~he/she~~ the principal or designee may notify the student's parent/guardian. (Education Code 44049)

LACOE staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when ~~he/she~~ the counselor believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if ~~he/she~~ the counselor believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5141 - Health Care and Emergencies)
(cf. 6164.2 - Guidance/Counseling Services)

Instruction BP 6174(a)

EDUCATION FOR ENGLISH LEARNERS

The County Board intends to provide English learners with challenging curriculum and instruction that maximizes the attainment of high levels of proficiency in English, advances multilingual capabilities, and facilitates student achievement in LACOE's regular course of study. English learners will be provided differentiated English language development instruction targeted to their English proficiency level and aligned with state content standards. LACOE's program will be based on research-based pedagogical practices, use standards-aligned instructional materials, and assist students in accessing the full educational program and achieving results at the same academic level as their English proficient peers.

The County Board encourages staff to exchange information with staff in other COEs about programs, options, and strategies for English learners that succeed under various demographic conditions.

(cf. 6011 – Academic Standards)
(cf. 6141 – Curriculum Development and Evaluation)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)
(cf. 6161.11 – Supplementary Instructional Materials)
(cf. 6171 – Title I Programs)

LACOE will identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 3100 – Budget)

English learners shall be provided differentiated English language development instruction~~,~~ which is targeted to their English proficiency level. Such instruction will be based on sound instructional theory, emphasize inquiry-based learning and critical thinking skills, integrated across all subject areas, and aligned with the state content standards. LACOE's program shall be based on research-based pedagogical practices, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; courses required to meet state and local high school graduation requirements; or courses required for middle school grade promotion.

EDUCATION FOR ENGLISH LEARNERS (continued)

~~However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.~~

However, a middle or high school student who is a newcomer student or an immigrant child or youth, as defined in 20 USC 7011, or is a student participating in a program designed to meet the academic and transitional needs of newcomer students and that has as its primary objective the development of English language proficiency, may be denied enrollment in any of the courses stated above if the course of study provided to the student is designed to remedy academic deficits incurred during participation and is reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above

3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

(cf. 0415 - Equity)
~~(cf. 6141.4 - International Baccalaureate Program)~~
~~(cf. 6141.5 - Advanced Placement)~~

LACOE shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners and long-term English learners, in accordance with Board Policy and Administrative Regulation 0460 – Local Control and Accountability Plan.

The County Superintendent or designee will encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. In addition, to support students' English language development, the County Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members so that they may better support students' English language development.

Staff Qualifications and Training

The County Superintendent or designee will ensure that all staff employed to teach English learners~~,~~ possess the appropriate authorization from the Commission on Teacher Credentialing (CTC).

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

EDUCATION FOR ENGLISH LEARNERS (continued)

LACOE shall provide effective, research based professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other staff to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

(cf. 0420 - School Plans/Site Councils)
(cf. 6020 – Parent Involvement)

Identification and Assessment

The County Superintendent or designee will maintain procedures that provide for the early identification ~~of English learners~~ and ~~an~~ assessment of ~~their~~ the proficiency of English learners at all grade levels, except transitional kindergarten, using the English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the County Superintendent or designee shall annually designate an ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria adopted by the County Board and specified in administrative regulations.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law will be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR ~~854.1-854.3~~ 853)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

EDUCATION FOR ENGLISH LEARNERS (continued)

To evaluate program effectiveness, the County Superintendent or designee will regularly examine program results, including reports of the English learners' academic achievement, their progress toward proficiency in English, and the progress of students who have been reclassified as fluent English proficient. The County Superintendent or designee will annually report these findings to the County Board and will also provide the County Board with regular reports from any LACOE or schoolwide English learner advisory committees.

Language Acquisition Program

LACOE shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, LACOE shall offer a structured English immersion program, which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

Pursuant to 20 U.S.C 6312 ~~and 34 CFR 100.3~~, parents/guardians have a right to decline or opt their child out of a language acquisition program.

LACOE has defined the term “nearly all” as follows:

For the purpose of determining the amount of instruction to be conducted in English, in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

(cf. 6162.5 – Student Assessment)

In establishing LACOE’s language acquisition programs, the County Superintendent or designee shall consult with parent/guardians and the community during the LCAP development process. The County Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

EDUCATION FOR ENGLISH LEARNERS (continued)

Parent Notifications

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in LACOE schools including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

(cf. 5145.6 - Parental Notifications)

LACOE shall provide the following written notification to parents/guardians of English learners in their own language:

1. Assessment Notification: LACOE shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

2. Placement Notification: At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of their right to decline or opt their children out of LACOE's language acquisition program or opt out of a particular English learner service(s) within a language acquisition program (Education Code 310; 5 CCR 11309; 20 U.S.C 6312 and 34 CFR 100.3)

3. Title III Notifications: Each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 7012)

    a. The reason for the student's classification as an English learner

EDUCATION FOR ENGLISH LEARNERS (continued)

b. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

c. A description of the program for English language development instruction, including a description of all of the following:

(1) The manner in which the program will meet the educational strengths and needs of the student

(2) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards

(3) The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

(4) Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

d. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program

e. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parents/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

EDUCATION FOR ENGLISH LEARNERS (continued)

Reclassification/Redesignation

When an English learner has acquired a reasonable level of English proficiency, as ~~is~~ determined based on state and LACOE reclassification criteria ~~to have acquired a reasonable level of English proficiency~~ pursuant to Education Code ~~313 and~~ 52164.6, or upon the request ~~by~~ of the ~~student's~~ parent/guardian of an English learner,, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The criteria for determining whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Evaluation by the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student, including, but not limited to, a review of the student's curriculum mastery and academic performance
3. Parent/guardian involvement, including:
   a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
   b. Encouragement of parent/guardian participation in LACOE's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
   c. Provision of an interpreter for the parent/guardian, when necessary
4. Comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

Program Evaluation

To evaluate effectiveness of LACOE's educational program for English learners, the County Superintendent or designee shall report to the County Board, at least annually, regarding:

1. Progress of English learners toward proficiency in English

2. The number and percentage of English learners reclassified as fluent English proficient (not applicable to juvenile court schools)

3. The number and percentage of English learners who are at risk of being classified as long-term English learners as defined in ~~accordance with~~ Education Code 313.1

4. The achievement of English learners on standards-based tests in core curricular area

5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309

6. Progress toward any other goals ~~for English learners~~ identified in LACOE's LCAP for English learners and long-term English learners as defined in Education Code 52052

7. A comparison of current data with data from at least the previous year in regard to items #1-6 above (not applicable to juvenile court schools)

8. A comparison of data between the different language acquisition programs offered by LACOE

The County Superintendent or designee shall also provide the County Board with regular reports from any schoolwide English learner advisory committees.

EDUCATION FOR ENGLISH LEARNERS (continued)

Legal Reference:

EDUCATION CODE
300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
361 Statewide implementation plan for the "EL Roadmap Policy"
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
60640 California Assessment of Student Performance and Progress
~~608101-60812 Assessment of English language development~~
60811.8 Newcomer student; definition
62002.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
854.1-854.3 CAASPP and universal tools, designated supports, and accommodations
854.9 CASSPP and unlisted resources for students with disabilities
11300-11316 English learner education
11517.6-11519.5 English Language Proficiency Assessments for California
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7011 Definition of immigrant children and youth
7801 Definition~~s~~ of immigrant children and youth
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English learners
COURT DECISIONS
Valeria O. v. Davis, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

References continued next page

EDUCATION FOR ENGLISH LEARNERS (continued)

Management Resources:

CSBA PUBLICATIONS
English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016
English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Practitioners' Guide for Educating English Learners with Disabilities, 2019
California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018
Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017
Updated Reclassification Guidance for ~~2017-18~~ 2018-19~~, CDE Correspondence, April 28, 2017~~
Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
Common Core State Standards for Mathematics, rev. 2013
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
EL Roadmap Policy
THE EDUCATION TRUST- WEST PUBLICATIONS
Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016
Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
WEB SITES
CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education: http://www.cde.ca.gov/sp/el
National Clearinghouse for English Language Acquisition: http://www.ncela.us
The Education Trust-West: https://west.edtrust.org
U.S. Department of Education: http://www.ed.gov
Bilingual teacher training programs: https://www.ctc.ca.gov/credentials/leaflets/bilingual-teacher training-programs-(cl-772)
Bilingual teacher professional development program: https://www.cde.ca.gov/ci/pl/btpdp24.asp

California Department of Education home language survey:
https://www.cde.ca.gov/ta/cr/documents/hls2020.pdf
Observation Protocol for Teachers of English Learners (OPTEL):
https://www.cde.ca.gov/sp/ml/optel.asp

Policy
adopted: April 21, 2020
Instruction

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

EDUCATION FOR ENGLISH LEARNERS

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Long-term English learner means:

1. For the purpose of setting the local control and accountability plan (LCAP) priorities, a student who has not attained English language proficiency within seven years of initial classification as an English learner (Education Code 52052)
2. For the purpose of English language proficiency assessment, an English learner in grades 6- 12 who has been enrolled in school in the United States for six years or more and who either: (Education Code 313.1)
    a. Has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower proficiency level; or
    b. Is a student in grades 6-9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test, or a score determined by the Superintendent of Public Instruction on any successor test

Native speaker of English means a student who has learned and used English in at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

Any student in kindergarten or grades 1-12, not including transitional kindergarten, who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11518.5) Prior to administering the ELPAC, the County Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5)

EDUCATION FOR ENGLISH LEARNERS (continued)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.3~~5~~7.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Parent Notifications

Based on the initial assessment, the student shall be classified either as ~~initially fluent~~ Initial Fluent ~~in~~ English ~~proficient~~ Proficient or as an English learner. The County Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include LACOE's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

LACOE shall provide the following written notification to parents/guardians of English learners in their own language:

1. Assessment Notification: LACOE shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

(cf. 5145.6 - Parental Notifications)

2. Placement Notification: At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of their right to decline or opt their children out of LACOE's language acquisition program or opt out of a particular English learner service(s) within a language acquisition program (Education Code 310; 5 CCR 11309; 20 U.S.C 6312 and 34 CFR 100.3)

EDUCATION FOR ENGLISH LEARNERS (continued)

3. Title I and III Notifications: Each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2; 440; 20 USC 6312)

   a. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

   b. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

   c. A description of the program for English language development instruction, including a description of all of the following:

      (1) The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

      (2) The manner in which the program will meet the educational strengths and needs of the student

      (3) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation

(4) The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

(5) When the student has been identified for special education, the manner in which the program meets the requirements of the student's ~~IEP~~ individualized education program

~~3.~~ As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards~~.~~

AR 6174(d)

EDUCATION FOR ENGLISH LEARNERS (continued)

5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

8. Parents/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that LACOE establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the County Superintendent or designee when the parents/guardians of at least 30 students enrolled

in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program~~. If~~ if the requests are for a multilingual program model, LACOE shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the County Superintendent or designee shall:

   a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the English ~~learner parent advisory committee~~ Learner Parent Advisory Committee and parent advisory committee, in writing, of the requests for a language acquisition program.

AR 6174(e)

EDUCATION FOR ENGLISH LEARNERS (continued)

   b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.

   c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.

   ~~d.~~ If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

LACOE shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development

4. The manner in which LACOE has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals

5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

AR 6174(f)

EDUCATION FOR ENGLISH LEARNERS (continued)

6. The process to request establishment of a language acquisition program not offered at the school.

7. For any dual-language immersion program offered, the specific languages to be taught.

The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

LACOE shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. ~~(5 CCR 11302)~~

~~**Reclassification/Redesignation**~~

~~English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)~~

~~The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)~~

~~1. Assessment of English language proficiency utilizing an objective assessment instrument, including, but not limited to, the ELPAC.~~

~~2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student~~

~~3. Parent/guardian involvement, including:~~

a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate

b. Encouragement of parent/guardian participation in LACOE's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

AR 6174(g)

EDUCATION FOR ENGLISH LEARNERS (continued)

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The County Superintendent or designee will monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The County Superintendent or designee will monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed to ensure the students' language and academic success.

Advisory Committees

A school-level English Learner Advisory Committees (ELAC) shall be established when there are more than 20 English learners at a school. (Education Code 52176; 5 CCR 11308)

Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; CCR 11308)

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the important of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the County Board for consideration for inclusion in the district master plan. (Education Code 52176)

When LACOE has more than 50 English learners, the County Superintendent or designee shall establish a LACOE English Learner Advisory Committee, the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by LACOE.

Alternatively, LACOE may use a subcommittee of an existing advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students within LACOE schools. (Education Code 52176)

LACOE's English language advisory committee shall advise the County Board on at least the following tasks: (5 CCR 11308)

1. Developing a LACOE master plan, including policy(ies) of education programs and services for English learners, taking into consideration the school site plans for English learners

2. Conducting a needs assessment on a school-by-school basis

AR 6174(h)

EDUCATION FOR ENGLISH LEARNERS (continued)

3. Establishing a LACOE program, goals, and objectives for programs and services for English learners

4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements

5. Administering the annual language census

6. Reviewing and commenting on LACOE's reclassification procedures

7. Reviewing and commenting on the required written parental notifications

(cf. 0420 - School Plans/Site Councils)
(cf. 6020 - Parent Involvement)

In order to assist advisory members in carrying out their responsibilities, the County Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan (LCAP) Advisory Committee

When there are at least 15 percent English learners in LACOE schools, with at least 50 students who are English learners, a LACOE-level English ~~learner parent advisory committee~~ Learner Parent Advisory Committee shall be established to review and comment on LACOE's ~~local control and accountability plan~~ (LCAP). Such advisory committee shall provide input regarding LACOE's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs, in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education

Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062, 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The LACOE English Learner Advisory Committee may also serve as the LCAP English learner advisory committee.

Students BP 5141.52(a)

SUICIDE PREVENTION

The County Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the County Superintendent or designee will develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention for LACOE schools.

In developing and updating policy and procedures for suicide prevention, intervention, and postvention, the County Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals and suicide prevention experts.

Consultation with school and community stakeholders may include LACOE and school mental health professionals including school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or LACOE's risk manager or insurance carrier. The County Superintendent or designee may also collaborate with county and/or city governments in an effort to align LACOE policy with any existing community suicide prevention plans.

When developing or reviewing LACOE policy on suicide prevention, consideration may be made regarding the need to hire a mental health professional for LACOE, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

Measures and strategies for suicide prevention, intervention, and postvention may include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students including, as appropriate, substitute teachers, tutors, and volunteers.

(cf. 1240 - Volunteer Assistance)
(cf. 4112.21 - Interns)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5142 - Safety)

2. Age and developmentally appropriate instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being; help-seeking strategies and resources; and ~~as well as instruction in recognizing and appropriately responding~~ recognition of an appropriate response to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

SUICIDE PREVENTION (continued)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

5. The provision of information to parents/guardians and caregivers that describes risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, LACOE's suicide prevention curriculum, suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training**,** and/or school and community resources that can help youth in crisis~~.~~

6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

7. Crisis intervention procedures for addressing suicide threats or attempts which include, but are not limited to, the following actions:

    a. Immediately securing medical treatment and/or mental health services as necessary

    b. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

    d. Removing other students from the immediate area as soon as possible

8. Counseling and other postvention strategies for helping students, staff~~,~~ and others cope in the aftermath of a student's suicide

SUICIDE PREVENTION (continued)

9. Establishment of LACOE and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other local ~~LACOE~~ practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on LACOE and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

(cf. 5141.5 - Mental Health)

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

As appropriate, trauma-informed crisis management procedures may be developed to address student mental health disabilities. In accordance with law, such procedures may include an individualized assessment of a student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

The measures and strategies may also address the needs of students with individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Student identification cards for students in grades 7-12 shall include the 988 Suicide and Crisis Lifeline and National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line, ~~and/or~~ a local suicide prevention hotline telephone number, and/or a quick response (QR) code for the county's behavioral health resources website. (Education Code 215.5)

The name, title, and contact information of the members of LACOE and/or school site crisis intervention team(s) shall be provided to students, staff, parents/guardians, and caregivers and on school and LACOE websites~~web site~~s. Such notifications shall identify the mental health

professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Every statement regarding suicidal intent shall be taken seriously. Any staff member who suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm is encouraged to promptly notify the principal, ~~or~~ school counselor, school mental health provider, or designated reporter, who shall implement LACOE intervention protocols as appropriate.

Mental or behavioral health services for students in need shall be provided in accordance with protocols established by LACOE.

LACOE employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging LACOE employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The County Board shall review, and update as necessary, this policy at least every five years. The County Board may, at its discretion, review the policy more frequently. (Education Code 215)

SUICIDE PREVENTION (continued)

The County Superintendent or designee shall periodically review LACOE data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The County Superintendent or designee shall post this policy on the LACOE website in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal references (see next page)

SUICIDE PREVENTION (continued)

Legal Reference:
EDUCATION CODE
215 Student suicide prevention policies
215.5 Suicide prevention hotline contact information on student identification cards
216 Suicide prevention online training programs
218.3 Training curriculum; lesbian, gay, bisexual, queer and questioning students
234.6 Posting suicide prevention policy on web site
32280-32289.5 Comprehensive safety plan
49060-49079 Student records
49428.15 Training programs; youth behavioral health
49428.2 Referral protocols; student behavioral health concerns in grades 7-12
49428.5 Poster, student mental health
49429 Telehealth technology in schools
49602 Counseling; confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5886 Children's Mental Health Services Act
FEDERAL
42 USC 290bb-33 Student suicide awareness and prevention training
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Telehealth Guidance for School Districts, July 2024
Model Youth Suicide Prevention Policy for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students, February 2023
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
~~*Model Youth Suicide Prevention Policy*~~
CALSCHLS PUBLICATIONS
California Healthy Kids Survey (CHKS)
California School Parent Survey (CSPS)
California School Staff Survey (CSSS)
CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATION
Safe Schools Toolkit: Bullying and Cyberbullying, July 2024
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Promoting Mental Health and Well-Being in Schools, December 2023
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
EACH MIND MATTERS: CALIFORNIA'S MENTAL HEALTH MOVEMENT PUBLICATIONS
Making Headlines: Guide to Engaging the Media in Suicide Prevention in California, 2012
HEARD ALLIANCE PUBLICATIONS
K-12 Toolkit for Mental Health Promotion and Suicide Prevention, 2017
~~*MENTAL HEALTH SERVICES OVERSIGHT AND ACCOUNTABILITY COMMUNICATIONS PUBLICATIONS*~~
CALIFORNIA COMMISSION FOR BEHAVIORAL HEALTH
Accelerating Transformational Change: Strategic Plan for 2024-2027

Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Comprehensive School Suicide Prevention in a Time of Distance Learning, 2020
Conducting a Virtual Suicide Assessment Checklist
Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015
SUICIDE PREVENTION RESOURCE CENTER PUBLICATIONS
After a Suicide: A Toolkit for Schools, 2nd Edition, 2018
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS AND THE U.S. DEPTARTMENT OF JUSTICE, CIVIL RIGHTS DIVISION PUBLICATION
Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19, October 2021
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
Preventing Suicide: A Toolkit for High Schools, 2012

~~*Legal references*~~ *Management Resources (continued next page)*

SUICIDE PREVENTION (continued)

Management Resources: (continued)

WEB SITES
American Academy of Pediatrics: https://www.healthychildren.org
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: https://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: https://www.schoolcounselor.org
CalHOPE Schools Initiative: https://www.calhopeschools.org/
California Commission for Behavioral Health: https://bhsoac.ca.gov/
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Mental Health Services: http://www.dhcs.ca.gov/services/MH
California Department of Public Health, Office of Suicide Prevention: https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/Office-of-Suicide-Prevention-(OSP).aspx)
California Mental Health Services Authority: https://www.calmhsa.org
California School Climate, Health, and Learning Surveys (CalSCHLS): https://calschls.org
California Surgeon General Safe Spaces: https://osg.ca.gov/safespaces/
Centers for Disease Control and Prevention, Mental Health: ~~http://www.cdc.gov/mentalhealth~~ https://www.cdc.gov/mental-health/?CDC_AAref_Val=https://www.cdc.gov/mentalhealth/
Crisis Text Line: https://www.crisistextline.org
Each Mind Matters: California's Mental Health Movement: –https://emmresourcecenter.org
HEARD Alliance: https://www.heardalliance.org
~~Mental Health Services Oversight and Accountability Commission: https://mhsoac.ca.gov~~
National Action Alliance for Suicide Prevention: https://theactionalliance.org
National Association of School Psychologists: https://www.nasponline.org
National Child Traumatic Stress Network: https://www.nctsn.org
National Institute for Mental Health: http://www.nimh.nih.gov
SchoolSafety.gov: https://www.schoolsafety.gov/mental-health
Substance Abuse and Mental Health Services Administration: https://www.samhsa.gov
Suicide Prevention Lifeline: https://suicidepreventionlifeline.org
Suicide Prevention Messaging: https://suicidepreventionmessaging.org
Suicide Prevention Resource Center: https://www.sprc.org/about-suicide
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

Students AR 5141.52(a)

SUICIDE PREVENTION

Staff Development

Suicide prevention training shall be provided at the beginning of employment and annually thereafter to teachers, interns, counselors, and others who interact with students**,** including, as appropriate, substitute teachers, tutors, and volunteers. The training shall be offered under the direction of a LACOE counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

(cf. 1240 - Volunteer Assistance)
(cf. 4112.21 - Interns)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5142 - Safety)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally**,** staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in a student's personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

SUICIDE PREVENTION (continued)

5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide

6. The importance of early prevention and intervention in reducing the risk of suicide

7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal, and LACOE procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed

9. LACOE procedures for responding after a suicide has occurred shall be found in the school site's comprehensive safety plan

10. Common misconceptions about suicide

LACOE may provide additional professional development in suicide risk assessment and crisis intervention to LACOE mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

Instruction

LACOE's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students:

1. Identify and analyze warning signs ~~of~~ and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem

SUICIDE PREVENTION (continued)

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, including LACOE's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help

(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services

5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 5131.6 - Alcohol and Other Drugs)

6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The County Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

(cf. 6145.8 - Assemblies and Special Events)

Student Identification Cards

Student identification cards, when issued, shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Intervention

The County Superintendent or designee shall provide the name, title, and contact information of the members of the LACOE and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and on school and LACOE web sites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

SUICIDE PREVENTION (continued)

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor or designated reporter**,** who shall implement LACOE intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, or discussed**,** or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3 (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision and providing comfort to the student until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat

(cf. 5125 - Student Records)

SUICIDE PREVENTION (continued)

The principal or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the principal or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the principal or designee shall consider whether it is necessary pursuant to laws for mandated reporters of child neglect to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

In the event that a student dies by suicide, the County Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the County Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The County Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The County Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the LACOE-designated spokesperson who shall not divulge confidential information. LACOE’s response shall not sensationalize suicide and shall focus on the LACOE postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the County Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Business and Noninstructional Operations BP 3230(a)

FEDERAL GRANT FUNDS

The Governing Board recognizes LACOE's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. LACOE shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and LACOE policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program. The County Superintendent or designee shall develop and implement administrative regulations to ensure compliance with federal procurement standards. (2 CFR 200.317–200.327).

The County Superintendent or designee shall ensure that LACOE's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in LACOE accounts of each federal award received and expended and the federal program under which it was received

2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest

4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

The County Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that LACOE can prepare reliable financial statements and federal reports,

maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

BP 3230(b)

FEDERAL GRANT FUNDS (continued)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

Capital Expenditures

Written approval from the awarding agency shall be obtained before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

LACOE shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

FEDERAL GRANT FUNDS (continued)

Legal References:

EDUCATION CODE
42122-42129 Budget requirements
64001 School plan for student achievement, consolidated application programs
CODE OF FEDERAL REGULATIONS, TITLE 2
180.220 Amount of contract subject to suspension and debarment rules
200.0-200.521 Federal uniform grant guidance, especially:
200.1-200.99 Definitions
200.100-200.113 General provisions
200.301 Performance Measurement
200.302 Financial Measurement
200.303 Internal Controls
200.313 Equipment
200.317-200.327 Procurement standards
200.328-200.329 Monitoring and reporting
200.334-200.337 Record retention
200.400-200.475 Cost principles
200.500-200.521 Audit requirements

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Department of Education Audit Guide
California School Accounting Manual
EDUCATION AUDIT APPEALS PANEL PUBLICATIONS
Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Questions and Answers Regarding 2 CFR Part 200
WEB SITES
California Department of Education: http://www.cde.ca.gov
Education Audit Appeals Panel: http://www.eaap.ca.gov
Office of Management and Budget, Uniform Guidance: https://www.whitehouse.gov/omb
State Controller's Office: http://www.sco.ca.gov
System for Award Management (SAM): http://www.sam.gov/SAM
U.S. Department of Education: http://www.ed.gov
U.S. Government Accountability Office: http://www.gao.gov

Community Relations BP 1340(a)

ACCESS TO RECORDS

The County Board recognizes the right of individuals to have access to its public records and those of the Los Angeles County Office of Education (LACOE). The County Board intends LACOE to provide any person access to its public records during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3580 - LACOE Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 6162.5 - Student Assessment)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

In response to a public records request, the County Superintendent or designee will make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

(cf. 4040 – Employee Use of Technology)
(cf. 9012 – Board Member Electronic Communications)

LACOE may charge for copies of public records or other materials requested by individuals or ~~groups. The charge shall be based on actual costs of duplication, as determined by the County Superintendent or the Director of Communications~~ in accordance with law and as specified in administrative regulation.

In order to help maintain the security of records, members of the public granted access may be required to examine records in the presence of a LACOE staff member.

Legal References (see next page)

ACCESS TO RECORDS (continued)

Legal References:

EDUCATION CODE
35145 Public meetings
35170 Authority to secure copyrights
35250 Duty to keep certain records and reports
35266 Cybersecurity
41020 Requirement for annual audit
42103 Publication of proposed budget; hearing
44031 Personnel file contents and inspections
44839 Medical certificates; periodic medical examination
49060-49079 Student records
49091.10 Parental review of curriculum and instruction
GOVERNMENT CODE
3547 Proposals relating to representation
6205-6210 Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
6215-6216 Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
~~*6250-6270 California Public Records Act*~~
~~*6275-6276.48 Other exemptions from disclosure*~~
8310.3 California Religious Freedom Act
8550-8669.7 California Emergency Services Act
8586.5 Office of Emergency Services; California Cybersecurity Information Center
11549.3 Office of Information Security
53262 Employment contracts
54957.2 Minute book record of closed sessions
54957.5 Agendas and other writings distributed for discussion or consideration
7920.000-7930.215 California Public Records Act
81008 Political Reform Act, public records; inspection and reproduction
CALIFORNIA CONSTITUTION
Article 1, Section 3 Right of access to governmental information
CODE OF REGULATIONS, TITLE 5
430-438 Individual pupil records
COURT DECISIONS
City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324
Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144
ATTORNEY GENERAL OPINIONS
71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal.Atty.Gen. 186 (1981)

Management Resources:

CSBA PUBLICATIONS
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
ATTORNEY GENERAL PUBLICATIONS
Summary of the California Public Records Act, 2004
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
The People's Business: A Guide to the California Public Records Act, 2008

Legal References (continued next page)

ACCESS TO RECORDS (continued)

Legal References (continued)

WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: https://oag.ca.gov
Institute for Local Government: http://www.cacities.org/
State Bar of California: http://www.calbar.ca.gov

Community Relations AR 1340(a)

ACCESS TO LACOE RECORDS

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

Public records include any writing containing information relating to the conduct of LACOE's business prepared, owned, used, or retained by LACOE regardless of physical form or characteristics. (Government Code 6252)

Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

A *member of the public* includes any person, except a member, agent, officer, or employee of LACOE, acting within the scope of the office or employment. County Board members shall have the ability to access public records permitted by law in the administration of their duties. Notwithstanding, members of the Board are entitled to access to LACOE public records on the same basis as any other person. (Government Code 6252, 6252.5)

Public Records

~~R~~ Unless otherwise exempt from disclosure, public records to which the public shall have access include, but are not limited to:

1. Proposed and approved budgets and annual audit of the Los Angeles County Office of Education (Government Code 6252; Education Code 41020, 42103)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations (Government Code 6252)

3. Reports and memoranda (Government Code 6252)

4. Notices and bulletins (Government Code 6252)

5. Minutes of public meetings (Government Code 6252)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 6252, 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between governmental branches (Government Code 6252)
AR 1340(b)

ACCESS TO LACOE RECORDS (continued)

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law. ~~School-based program plans (Education Code 52850)~~

(cf. 0420.1 - School-Based Program Coordination)

9. ~~Information and data relevant to the evaluation and modification of LACOE plans~~ Documents containing names, salaries, and pension benefits of LACOE employees

(cf. 0420 - School Plans/Site Councils)
(cf. 0440 - LACOE Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

10. Initial proposals of exclusive employee representatives and of LACOE, once presented at a public meeting of the public school employer (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

11. Tort claims filed against LACOE and records pertaining to adjudicated or settled claims and litigation, or pending litigation which predate the filing of the litigation, unless protected by some other provision of law (Government Code 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

(cf. 3320 - Claims and Actions Against LACOE)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

13. Contracts of employment and settlement agreements (Government Code 53262)

14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

(cf. 2121 - Superintendent's Contract)
(cf. 4117.5/4217.5/4317.5 - Termination Agreements)
(cf. 4141/4241 - Collective Bargaining Agreement)

The County Superintendent or the Director of Communications shall ensure that any record containing personal information is redacted to ensure that such information, including, but not limited to, an employee's home address or social security number, is not disclosed to the public.

Access to public records of the district shall be granted to County Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 7921.305, 7921.310)

Exempt and Confidential Records

Records to which the general public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interoffice or intraoffice memoranda that are not retained by LACOE in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically prepared for litigation to which LACOE is a party or to respond to claims made against LACOE pursuant to the Tort Claims Act are confidential, until the pending litigation or claim has been finally adjudicated or otherwise settled, unless the records are protected by some other provision of law (Government Code 6254, 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The home addresses and home telephone numbers of employees ~~may~~ shall be disclosed only as follows: (Government Code 6254.3)

a. To an agent or a family member of the individual to whom the information pertains

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed

d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to LACOE employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

e. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee

AR 1340(d)

ACCESS TO LACOE RECORDS (continued)

4. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)

5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7928.705 ~~6254~~)

(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

7. ~~5.~~ Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

8. ~~6.~~ Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other

persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)

9. ~~7.~~ Library circulation records kept for the purpose of identifying the borrower of items available in the library (Government Code 6254)

(cf. 6163.1 - Library Media Centers)

10. ~~8.~~ Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

11. ~~9.~~ Documents prepared by or for LACOE to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt operations of LACOE and/or its schools and that are for distribution or consideration in closed session (Government Code 6254)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of LACOE (Government Code 7929.210)

13. ~~10.~~ Recall petitions or petitions for the reorganization of school districts (Government Code 6253.5)

14. ~~11.~~ Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

15. ~~12.~~ Computer software developed by LACOE (Government Code 6254.9)

ACCESS TO LACOE RECORDS (continued)

~~13. Written instructional textbooks or other materials which, when providing a copy, would infringe a copyright or would constitute an unreasonable burden on the operation of LACOE (65 Ops.Cal.Atty.Gen. 186 (1981))~~

(cf. 5020 - Parent Rights and Responsibilities)

16. ~~14.~~ Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

17. ~~15~~. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

18. ~~16~~. Records for which LACOE can demonstrate that, based on the particular facts of the case, the public interest served by not making the record public clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 7922.200, 7928.300)

Inspection of Records, ~~and~~ Requests for Copies, and Recovery of Costs

Every person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 7922.530 ~~6253~~)

Within 10 days of receiving any request to inspect or copy a district record, the County Superintendent or the Director of Communications shall determine whether the request seeks release of a disclosable public record in LACOE's possession. The County Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 7922.535 ~~6253~~)

In unusual circumstances, the County Superintendent or the Director of Communications may extend the 10-day limit for up to 14 days by providing notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 7922.535 ~~6253~~)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the Office (e.g., two different school sites) with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

5. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

If the County Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 7922.535 ~~6253~~)

Public records are open to inspection at all times during LACOE office hours. Any reasonably segregable portion of a record shall be made available for inspection by every person requesting the record after deletion of the portions that are exempted by law. (Government Code 7922.525 ~~6253~~)

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530 ~~6253~~)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

The County Superintendent or the Director of Communications shall charge an amount for copies that reflects the direct costs of duplication in accordance with law. Written requests to waive the fee shall be submitted to the County Superintendent or designee.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 7922.530)

1. Do not require the equipment to make physical contact with the record

2. Will not result in damage to the record
3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. The Superintendent or designee may also impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic or high-value records. (Government Code 7922.530)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's website and, in response to a public records request, directing the member of the

public to the location on the website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the website, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 7922.545)

If any person requests a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 7922.570 ~~6253.9~~)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 7922.575 ~~6253.9~~)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals

2. The request would require data compilation, extraction, or programming to produce the record

AR 1340(g)

ACCESS TO LACOE RECORDS (continued)

Assistance in Identifying Requested Records

If the County Superintendent or the Director of Communications denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the County Superintendent or designee shall do all of the following: (Government Code 7922.600 ~~6253.1~~)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the County Superintendent or the Director of Communications is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public

records shall state the name and title of each person responsible for the denial. (Government Code 7922.500, 7922.540 ~~6253~~)

Students BP 5125(a)

STUDENT RECORDS

The County Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The County Superintendent or designee shall ensure that LACOE administrative regulation and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law.

The County Superintendent or designee shall establish regulations governing the identification, description, collection, retention, disclosure, and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect, and copy student records while maintaining the confidentiality of student records ~~consistent~~ in accordance with state and federal law.

(cf. 3580 - LACOE Records)
(cf. 4040 - Employee Use of Technology)
(cf. 5125.1 - Release of Directory Information)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5125.3 - Challenging Student Records)

The County Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at LACOE level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding LACOE policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

(cf. 4131 - Staff Development)

LACOE shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. ~~The~~ In accordance with Board Policy 5145.13 – Protecting Equal Rights to Education, the County Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration

enforcement purposes without parental consent, a court order, or judicial subpoena/warrant. If a LACOE employee receives such a request, ~~he/she~~ the employee shall respond in accordance with Board Policy 5145.13 – Protecting Equal Rights to Education, including immediately reporting the request to the Office of the General Counsel. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

(cf. 4050 - ~~"Safe Locations"~~ School Safety Policy)

STUDENT RECORDS (continued)

The County Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall the County Superintendent or designee disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that ~~Such information may only be compiled or exchanged with other local, state, or federal agencies if the information~~ is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Students Records from Social Media

The County Superintendent or designee may gather and maintain information from the social media of any enrolled LACOE student, provided that LACOE first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled County Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

~~Contract for Digital Storage, Management, and Retrieval~~ Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records. Additionally, in accordance with Board Policy 5145.13 – Protecting Equal Rights to Education, all district staff shall avoid the disclosure of information that may indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by law.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The County Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.2 - Bullying)
(cf. 5145.6 - Parental Notifications)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

STUDENT RECORDS (continued)

Legal Reference:
EDUCATION CODE
220.3 Prohibition for employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
234.7 Student protections relating to immigration and citizenship status
17604 Contracts
35266 Reporting of cyberattacks
48201 Student records for transfer students who have been suspended/expelled
48904-48904.3 Withholding grades, diplomas, or transcripts
48918 Rules governing expulsion procedures
49060-49079 Student records
49091.14 Parental review of curriculum
51747 Independent study programs
56050 Surrogate parents
56055 Foster parents
60900-60901 California Longitudinal Pupil Achievement Data System
69432.9 Cal Grant Program; notification of grade point average
96475 Conditional repeal of Cal Grant program
CODE OF CIVIL PROCEDURE
1985.3 Subpoena duces tecum
6552 Caregiver's authorization affidavit
FAMILY CODE
3025 Access to records by noncustodial parents
6323.5 Ex Parte Orders
GOVERNMENT CODE
6252-6260 Inspection of public records
HEALTH AND SAFETY CODE
120440 Immunizations; disclosure of information
WELFARE AND INSTITUTIONS CODE
681 Truancy petitions
16010 Health and education records of a minor
CODE OF REGULATIONS, TITLE 5
430-438 Individual student records
16020-16027 Destruction of records of school districts
UNITED STATES CODE, TITLE 25
6501-6506 Children's Online Privacy Protection Act
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
300.501 Opportunity to examine records for parents of student with disability
Management Resources:
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, ~~April 2018~~ December 2024
FEDERAL REGISTER
Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
IDEA and FERPA Confidentiality Provisions, 2014
Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 IHIPAA) to Student Health Records, ~~2008~~ April 2023

Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Family Policy Compliance Office, http://www.ed.gov/policy/gen/guid/fpco/index.html
A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021 (https://studentprivacy.ed.gov/resources/parent-guide- family-educational-rights-and-privacy-act-ferpa)
An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023 (https://studentprivacy.ed.gov/resources/eligible-student- guide-family-educational-rights-and-privacy-act-ferpa)
School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019 (https://studentprivacy.ed.gov/resources/school-resource- officers-school-law-enforcement-units-and-ferpa)
IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022 (https://studentprivacy.ed.gov/sites/default/files/resource_do cument/file/IDEA-FERPA%20Crosswalk_08242022.pdf)

Policy
adopted: April 5, 2022

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Students AR 5125(a)

STUDENT RECORDS

Definitions

Student means any individual who is or has been in attendance at a LACOE school and regarding whom LACOE maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside LACOE that are directly related to an identifiable student and maintained by LACOE, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for LACOE. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (34 CFR 99.3; Education Code 49061, 49062; 5 CCR 430)

Student records do not include: (34 CFR 99.3; Education Code 49061, 49062)

1. Directory information

(cf. 5125.1 - Release of Directory Information)

2. Informal notes compiled by a school officer or employee that remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute

3. Records of the law enforcement unit of LACOE, subject to the provisions of 34 CFR 99.8

(cf. 3515 - Campus Security)
(cf. 3515.3 - LACOE Police/Security Department)

4. Records created or received by LACOE after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records that are maintained in perpetuity and that schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

STUDENT RECORDS (continued)

Mandatory interim student records are those records that the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Access means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name

2. The name of the student's parent/guardian or other family members

3. The address of the student or student's family

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name

6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who LACOE reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

STUDENT RECORDS (continued)

School officials and employees are officials or employees whose duties and responsibilities to LACOE, whether routine or as a result of special circumstances, require that they have access to student records. *School officials and employees* include contractors, consultants, parent volunteers at LACOE, or other parties to whom LACOE has outsourced LACOE functions and who perform services for which LACOE would otherwise use employees.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to LACOE, whether routine or as a result of special circumstances, require access to information contained in student records.

School officials and employees are officials or employees, including teachers, whose duties and responsibilities to LACOE, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Contractor or consultant is anyone with a formal written agreement or contract with LACOE regarding the provision of services or functions outsourced by LACOE. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

Custodian of records is the employee responsible for the security of student records maintained by LACOE and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Persons Granted Access Without Prior Written Consent

The following persons or agencies shall have absolute access to any and all student records in accordance with law:

1. Parents/guardians of students younger than age 18. (Education Code 49069)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

   Access to student records and information shall not be denied to a parent because he/she is not the child's custodial parent. (Family Code 3025)

2. An adult student age 18 or older or a student under the age of 18 who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records. (34 CFR 99.3, 99.5)

3. Parents/guardians of an adult student with exceptional needs ~~disabilities~~ who is age 18 years or older and has been declared conserved under state law. (Education Code 56041.5)

AR 5125(d)

STUDENT RECORDS (continued)

In addition, the following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or legally authorized purpose: (34 CFR 99.31; Education Code 49076)

1. Parents/guardians of a student 18 years of age or older who is a dependent student age 18 or older

2. Students who are age 16 or older or who have completed the 10th grade

3. School officials and employees (consistent with criteria defined by LACOE)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student

(cf. 5113.1 - Truancy)

5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer

6. Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that LACOE may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the County Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

7. ~~6.~~ Federal, state, and local officials, as needed for program audits or compliance with law

8. ~~7.~~ The Student Aid Commission, for the purpose of providing the grade point average (GPA) of all LACOE students in grade 12 to the Cal Grant postsecondary financial aid program, except when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

No later than January 1 each year, the County Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission on October 1 unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

AR 5125(e)

STUDENT RECORDS (continued)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the County Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

9. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

10. ~~8.~~ Any county placing agency acting as an authorized representative of a state or local educational agency that is required to audit or evaluate a state or federally supported education program pursuant to item #6 above. (Education Code 49076)

11. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

12. ~~9.~~ Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the County Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

13. ~~10.~~ Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition or a prosecuting agency for consideration against a parent/guardian for failure to comply with compulsory education laws

In such cases, the judge or probation officer shall certify in writing to the County Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the County Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

14. ~~11.~~ Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regard~~s~~ to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the County Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

AR 5125(f)

STUDENT RECORDS (continued)

15. ~~12.~~ Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681

Upon releasing student information to a judge or probation officer in such cases, the County Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

16. ~~13.~~ Any county placing agency for the purpose of fulfilling educational case management responsibilities required by the juvenile court or by law pursuant to Welfare and Institutions Code 16010 and to assist with the school transfer or enrollment of a student

(cf. 6173.1 - Education for Foster Youth)

17. ~~14.~~ A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined. (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program (IEP) or Section 504 plan developed and maintained by LACOE. (Education Code 49069.3)

(cf. 6159 - Individualized Education Program)

18. ~~15.~~ A student age 14 years or older who is ~~both a homeless student and~~ an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

(cf. 6173 - Education for Homeless Children)

19. ~~16.~~ An individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

20. ~~17.~~ A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive records and the information is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))

AR 5125(g)

STUDENT RECORDS (continued)

21. ~~18.~~ Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that LACOE provide special education and disciplinary records of a student with exceptional needs ~~disabilities~~ who is suspended or expelled for committing an act violating Penal Code 245 Education Code 48902, 49076).

22. ~~19.~~ Designated peace officers or law enforcement agencies in cases where LACOE is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to LACOE, or information is provided indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals. (Education Code 49076.5)

In such cases, the County Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing such records, the County Superintendent or designee shall obtain written certification by the recipient of the records ~~as described in item #12 above~~. (Education Code 49076)

When authorized by law to assist law enforcement in investigations of suspected kidnapping, the County Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. The information shall be released only to designated peace officers, federal criminal investigators, and federal law enforcement officers whose names have been submitted in writing by their law enforcement agency in accordance with the procedures specified in Education Code 49076.5. (Education Code 49076.5)

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian

or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49075)

(cf. 5021 - Noncustodial Parents)

STUDENT RECORDS (continued)

The County Superintendent or designee may release information from a student's records to the following: (34 CFR 99.31, 99.36; Education Code 49076)

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency, if the knowledge of the information is necessary to protect the health or ~~and~~ safety of the student or other persons ~~are at stake~~

   When releasing information to any such appropriate person, the County Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

   Unless it would further endanger the health or safety of the student or other persons, the County Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions

3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that:

   a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information.

   b. The information is destroyed when no longer needed for the purposes for which the study is conducted.

   c. LACOE enters into a written agreement with the organization that includes the information in 34 CFR 99.31.

4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Agencies or organizations in connection with the student's application for or receipt of financial aid

STUDENT RECORDS (continued)

However, information permitting the personal identification of a student or his/her parents/guardians for these purposes may be disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions that will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid.

6. County elections officials for the purpose of identifying students eligible to register to vote and offering such students an opportunity to register

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The County Superintendent or designee may release information specified in law regarding a student's immunization record to local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health. Prior to releasing such information, the County Superintendent or designee shall notify the parent/guardian of his/her rights in accordance with law. (Health and Safety Code 120440)

Persons Granted Access With Prior Written Consent

Persons, agencies, or organizations not afforded access rights by law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify LACOE, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Any person or agency granted access is prohibited from releasing information to another person or agency without written permission from the parent/guardian or adult student. (Education Code 49076)

Access to Records by Authorized Persons

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall assure that access is limited to authorized persons. (5 CCR 433)

STUDENT RECORDS (continued)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. For those individuals for whom the law requires that access be granted based on a legitimate educational interest, the request shall specify such interest involved. Prior to granting the request, the custodian of records shall authenticate the individual's identity.

When required by law, the parent/guardian shall provide a signed and dated written consent before LACOE discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. LACOE's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, LACOE shall provide him/her a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian refuses to provide written consent for the release of student information, the County Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the County Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record that lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

STUDENT RECORDS (continued)

The log does not need to include record of access by: (Education Code 49064)

1. Parents/guardians or adult students

2. Students who are 16 years of age or older or who have completed the 10th grade

3. Parties obtaining LACOE-approved directory information

(cf. 5125.1 - Release of Directory Information)

4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075

5. School officials and employees who have a legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student age who is 16 years or older or who has completed the 10th grade, custodian of records, and certain state/federal officials. (Education Code 49064; 5 CCR 432)

De-Identification of Records

The County Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information, provided that he/she has made a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. (34 CFR 99.31)

The County Superintendent or designee may release de-identified student data from education records for the purpose of educational research in accordance with the conditions specified in 34 CFR 99.31.

Duplication of Student Records

To provide copies of any student record, LACOE shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two

transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

(cf. 3260 - Fees and Charges)

Changes to Student Records

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

STUDENT RECORDS (continued)

Only a parent/guardian having legal custody of the student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, LACOE shall use the student's preferred name and pronouns consistent with his/her gender identity on all other school-related documents.

(cf. 5145.3 - Nondiscrimination/Harassment

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with legal documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in AR 5125.3 - Challenging Student Records. ~~(Education Code 49070)~~

(cf. 5125.3 - Challenging Student Records)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following *mandatory permanent student records* shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student

2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student

4. Name and address of parent/guardian of minor student

   a. Address of minor student if different from the above

   b. Annual verification of parent/guardian's name and address and student's residence

AR 5125(m)

STUDENT RECORDS (continued)

(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
(cf. 5111.13 - Residency for Homeless Children)

5. Entrance and departure dates of each school year and for any summer session or other extra session

6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

(cf. 5121 - Grades/Evaluation of Student Achievement)

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year following a determination that their usefulness has ceased or the student has left LACOE schools. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

2. A log identifying persons or agencies who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

5. Language training records

(cf. 6174 - Education for English Language Learners)

STUDENT RECORDS (continued)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years

(cf. 6162.51 - Standardized Testing and Reporting Program)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years

3. Routine discipline~~disciplinary~~ data

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

If a student transfers into a LACOE school from any other school district or a private school, the County Superintendent or designee shall inform the parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

STUDENT RECORDS (continued)

When a student transfers into a LACOE school from another district, the County Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5119 - Students Expelled From Other Districts)

When a student transfers from a LACOE school to another school district or to a private school, the County Superintendent or designee shall forward a copy of the student's mandatory permanent record as requested by the other district or private school. The original record or a copy shall be retained permanently by LACOE. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a LACOE school, the County Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

(cf. 6173.1 - Education for Foster Youth)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If LACOE is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the County Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. ~~Insofar as practicable,~~ LACOE shall ~~provide these notices in the student's home language and shall~~ effectively notify parents/guardians or eligible students with exceptional needs ~~who are disabled~~. (34 CFR 99.7; 5 CCR 431; Education Code 48985, 49063)

(cf. 5145.6 - Parental Notifications)

STUDENT RECORDS (continued)

The notice shall include: (34 CFR 99.7, 99.34; Education Code 49063, 60900.5)

1. The types of student records kept by LACOE and the information contained therein

2. The title(s) of the official(s) responsible for maintaining each type of record

3. The location of the log identifying those who request information from the records

4. LACOE criteria for defining school officials and employees and for determining legitimate educational interest

5. LACOE policies for reviewing and expunging student records

6. The right to inspect and review student records and the procedures for doing so

7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights

(cf. 5125.3 - Challenging Student Records)

8. The cost, if any, charged for duplicating copies of records

9. The categories of information defined as directory information pursuant to Education Code 49073

10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law

11. The availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf. 5020 - Parent Rights and Responsibilities)

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the United States Department of Education concerning an alleged failure by LACOE to comply with 20 USC 1232g

13. A statement that LACOE forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

14. The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)

STUDENT RECORDS (continued)

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the County Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety.

2. Provide a student with access to any information that LACOE obtained from his/her social media activity and an opportunity to correct or delete such information.

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in a LACOE school, whichever occurs first.

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or his/her parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.

5. If LACOE contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than LACOE, the student, or his/her parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when LACOE notifies the third party that the student has turned 18 years of age or is no longer enrolled in a LACOE school, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, LACOE shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, LACOE shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request

2. The date the requested records were reissued to the former student

3. A list of the records that were requested by and reissued to the former student

4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender

5. The name of the employee who completed the request

6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name **and/**or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and AR 5125.3 - Challenging Student Records. (Education Code 49062.5)

Regulation approved: April 5, 2022

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Instruction BP 6159(a)

INDIVIDUALIZED EDUCATION PROGRAM

The County Board provides educational alternatives that afford all students with exceptional needs~~disabilities~~ full educational opportunities. Students with exceptional needs ~~disabilities~~ shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled peers.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

For each student with exceptional needs ~~disabilities~~, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The County Superintendent or designee will develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

LACOE shall make FAPE available to individuals with disabilities ages 3-21 who are enrolled in LACOE schools, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school

2. Students who are placed by LACOE in a nonpublic, nonsectarian school

Legal Reference: (see next page)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Legal Reference:

EDUCATION CODE
46392 Emergencies
48853.5 Students in foster care
51225.3 Requirements for high school graduation and diploma
56040.3 Assistive technology
56040.6 Deaf and hard of hearing supports
56043 Transition plans
56049.1 Data related to least restrictive environment
56055 Rights of foster parents pertaining to foster child's education
56136 Guidelines for low incidence disabilities areas
56195.8 Adoption of policies
56321 Development or revision of IEP
56321.5 Notice to include right to electronically record
56340.1-56347 Instructional planning and individualized education program
56348 IEP template translations
56350-56354 IEP for visually impaired students
56380 IEP reviews; notice of right to request
56390-56392 Certificate of completion, special education
56471 Workability programs
56500-56509 Procedural safeguards
60640-60649 Standardized Testing and Reporting Program
60900.1 English language and special education reporting
60900.2 Graduation rates for students with exceptional needs
FAMILY CODE
6500-6502 Age of majority
GOVERNMENT CODE
7572.5 Seriously emotionally disturbed child, expanded IEP team
WELFARE AND INSTITUTIONS CODE
300 Children subject to jurisdiction
601 Minors habitually disobedient
602 Minors violating law defined as crime
CODE OF REGULATIONS, TITLE 5
853-853.5 Standardized Testing and Reporting Program, accommodations
3021-3029 Identification, referral and assessment
3040-3043 Instructional planning and the individualized education program
3051-3053 Implementation of the individualized education program
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act
COURT DECISIONS
Schaffer v. Weast (2005) 125 S. Ct. 528
Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072
Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398
Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 157 (2002)

Legal references (continued next page)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Legal references (continued)

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)
California Practitioners' Guide for Educating English Learners with Disabilities, July 2019
WEB SITES
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office of Special Education and Rehabilitative Services: http://www.ed.gov/about/offices/list/osers/osep

Instruction AR 6159(a)

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, LACOE shall have an individualized education program (IEP) in effect for each identified student with an exceptional need ~~a disability~~ within LACOE schools' jurisdiction. The IEP shall be a written statement that is developed, reviewed, and revised by the IEP team to meet the unique educational needs of a student with an exceptional need ~~a disability~~. (Education Code 56344, 56345; 34 CFR 300.320, 300.323)

Members of the Individualized Education Program Team

Unless excused by written agreement in accordance with Education Code 56341, LACOE shall ensure that the IEP team for any student with an exceptional need ~~a disability~~ includes the following members: (Education Code 56341, 56341.2, 56341.5; 20 USC 1414; 34 CFR 300.321)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian

   To the extent permitted by federal law, a foster parent shall have the same rights relative to a foster child's IEP as a parent/guardian. (Education Code 56055)

2. If the student is or may be participating in the general education program, at least one general education teacher of the student

   If more than one regular education teacher is providing instructional services to the student, LACOE may designate one such teacher to represent the others.

3. At least one special education teacher of the student or, where appropriate, at least one special education provider

4. A representative of LACOE who is:

   A. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with exceptional needs ~~disabilities~~

   B. Knowledgeable about the general education curriculum

   C. Knowledgeable about the availability of LACOE resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results

   This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

6. At the discretion of the parent/guardian or LACOE, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

   The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student ~~with a disability~~

   In the development, review, or revision of the IEP, the student shall be allowed to provide confidential input to any representative of the IEP team. (Education Code 56341.5)

8. For transition service consideration:

   A. The student, regardless of his/her age, if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist him/her in reaching those goals pursuant to 34 CFR 300.320(b)

      If the student does not attend the IEP team meeting, LACOE shall take other steps to ensure that his/her preferences and interests are considered.

   B. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 and 34 CFR 300.310, at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher

   In accordance with 34 CFR 300.310, at least one team member other than the student's general education teacher shall observe the student's academic performance and behavior in the areas of difficulty in the student's learning environment, including in the general education ~~regular~~ classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

10. For students who have been placed in a group home by the juvenile court, a representative of the group home.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and LACOE agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414; 34 CFR 300.321)

Parent/Guardian Participation and Other Rights

The County Superintendent or designee will take steps to ensure that one or both of the parents/guardians of the student with an exceptional need ~~a disability~~ are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The County Superintendent or designee will send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting

2. Indicate who will be in attendance at the meeting

3. Inform them of:

    A. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341

    B. The provision of Education Code 56341 relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Additionally, ~~In addition,~~ when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with an exceptional need ~~a disability~~ who is 16 years of age, or younger than 16 if deemed appropriate by the IEP team, the County Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414, and 34 CFR 300.320

2. An indication that the student is invited to the IEP team meeting

3. Identification of any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by LACOE, the LACOE administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of the student's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, LACOE shall provide complete copies of the records within five business days. (Education Code 56043)

(cf. 5125 - Student Records)

If neither parent/guardian can attend the meeting, the County Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if LACOE is unable to convince the parent/guardian that he/she should attend. In such a case, LACOE shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

AR 6159(e)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Parents/guardians and LACOE shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If LACOE gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings

2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights

3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

LACOE shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

LACOE shall give the parents/guardians of a student with disabilities a copy of the IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent

Before providing special education and related services, LACOE shall seek to obtain informed consent pursuant to 20 USC 1414. LACOE shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415 if the parent/guardian fails to respond or refuses to consent to the initiation of services. In such circumstances, LACOE shall not be required to convene an IEP team or develop an IEP for the student. (Education Code 56346). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If LACOE determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with a free appropriate public education (FAPE), a due process hearing shall be initiated in accordance with 20 USC 1415. While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and LACOE agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the County Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. LACOE shall not request a due process

INDIVIDUALIZED EDUCATION PROGRAM (continued)

hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the County Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the County Superintendent or designee will send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When LACOE ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Contents of the IEP

The IEP shall be a written statement developed, reviewed, and revised in a meeting of the IEP team. It shall include, but is not limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414; 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:

   A. The manner in which the exceptional need ~~disability~~ affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for a student without exceptional needs ~~nondisabled students~~)

   B. For a preschool student, as appropriate, the manner in which the exceptional need ~~disability~~ affects the student's participation in appropriate activities

   C. For students with an exceptional need ~~disabilities~~ who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

2. A statement of measurable annual goals, including academic and functional goals, designed to:

   A. Meet the student's needs that result from an exceptional need ~~the disability~~ in order to enable the student to be involved in and progress in the general education curriculum

   B. Meet each of the student's other educational needs that result from the exceptional need ~~disability~~

INDIVIDUALIZED EDUCATION PROGRAM (continued)

3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when LACOE will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

   A. Advance appropriately toward attaining the annual goals

   B. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities

   C. Be educated and participate with other students with exceptional needs ~~disabilities~~ and ~~nondisabled~~ students without exceptional needs in the activities described in the statement, pursuant to Education Code 56345(a)

(cf. 3541.2 - Transportation for Students with Disabilities)

5. An explanation of the extent, if any, to which the student will not participate with ~~nondisabled~~ students without exceptional needs in the regular class and in extracurricular and other nonacademic activities described in the statement mentioned in item #4 above

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

   If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or LACOE assessment, the student's IEP also shall include a statement of the reason that the student cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

INDIVIDUALIZED EDUCATION PROGRAM (continued)

8. If determined appropriate by the IEP team, when the student starts high school or not later than the first IEP to be in effect when the student is 16 years of age, or younger, ~~Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team,~~ and updated annually thereafter, the following:

   A. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

   B. The transition services, including courses of study, needed to assist the student in reaching those goals

9. A description of the means by which the IEP will be provided under emergency conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days. The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.

10. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of the rights, if any, that will transfer to the student upon reaching age 18, pursuant to Education Code 56041.5

11. For students in grades 7-12, any alternative means and modes necessary for the student to complete LACOE's prescribed course of study and to meet or exceed proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

12. For a student whose native language is not English, linguistically appropriate goals, objectives, programs, and services

(cf. 6174 - Education for English Language Learners)

13. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer School)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

14. Provision for transition into the regular education program if the student is to be transferred from a special class or nonpublic, nonsectarian school into a general education program in a public school for any part of the school day

    The IEP shall include descriptions of activities intended to:

    A. Integrate the student into the general education program, including the nature of each activity and the time spent on the activity each day or week

    B. Support the transition of the student from the special education program into the general education program

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6178 - Career Technical Education)
(cf. 6181 - Alternative Schools/Programs of Choice)

15. For a student with low-incidence disabilities, specialized services, materials, and equipment, consistent with the guidelines pursuant to Education Code 56136

    To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school. (Education Code 56353)

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56040.6, 56341.1, 56345; 20 USC 1414; 34 CFR 300.324)

1. The strengths of the student

2. The concerns of the parents/guardians for enhancing the education of their child

3. The results of the initial assessment or most recent assessment of the student

4. The academic, developmental, and functional needs of the student

INDIVIDUALIZED EDUCATION PROGRAM (continued)

5. In the case of a student whose behavior impedes the student's learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior

6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP

7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

   However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, needs, and appropriate reading and writing media, including an assessment of future needs for instruction in Braille or the use of Braille.

8. The communication needs of the student, and in the case of a student who is deaf, ~~or~~ hard of hearing, or deaf-blind, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

   The team shall also consider placements,~~the~~ related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services, including artificial intelligence devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

The County Superintendent or designee shall ensure that the IEP team: (Education Code 56043, 56341.1, 56380; 20 USC 1414; 34 CFR 300.324)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

2. Revises the IEP, as appropriate, to address:

A. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate

INDIVIDUALIZED EDUCATION PROGRAM (continued)

B. The results of any reassessment conducted pursuant to Education Code 56381

C. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305 and Education Code 56381

D. The student's anticipated needs

E. Other matters

3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with an exceptional need ~~a disability~~ who has additional behavior or communication needs

The IEP team shall also meet: (Education Code 56343)

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment

2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If a participating agency other than LACOE fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

As a member of the IEP team, the general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

1. Appropriate positive behavioral interventions and supports and other strategies for the student

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320

INDIVIDUALIZED EDUCATION PROGRAM (continued)

To the extent possible, LACOE shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and LACOE may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes.

Upon request, LACOE shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by LACOE in a nonpublic, nonsectarian school, LACOE shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6173.1 - Education for Foster Youth)

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, LACOE shall have an IEP in effect for each student with an exceptional need ~~a disability~~ within a LACOE school. (Education Code 56344; 34 CFR 300.323)

LACOE shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. LACOE shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with the IEP. (Education Code 56043; 34 CFR 300.323)

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case

of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56043, 56344)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, LACOE shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A general education or special education teacher may request a review of the classroom assignment of a student with an exceptional need ~~a disability~~ by submitting a written request to the County Superintendent or designee. The County Superintendent or designee will consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the County Superintendent or designee will convene an IEP team meeting, that shall be held within 30 days of the County Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

LACOE shall ensure that the student's IEP is accessible to each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. LACOE shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The County Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site. (Education Code 56354; 5 CCR 3051.3)

If a student's IEP requires the provision of assistive technology devices or services, including artificial intelligence services, LACOE shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices or services in the student's home or other settings if the IEP team determines that the student needs access to those devices or services in order to receive FAPE. If a student who requires the use of an assistive technology device or services transfers to another local educational agency, LACOE shall provide the student with continued access to that device or services or a comparable device or

service for two months from the date the student ceased to be enrolled in a LACOE school or until alternative arrangements can be made to provide access to the device, whichever occurs first. (Education Code 56040.3; 34 CFR 300.105)

AR 6159(n)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Transfer Students

To facilitate the transition of a student with an exceptional need ~~a disability~~ who is transferring into a LACOE school, LACOE shall take reasonable steps to promptly obtain the student's records, including the IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into a LACOE school from another school district within the same Special Education Local Plan Area (SELPA) during the school year, LACOE shall continue to provide services comparable to those described in the student's existing IEP, unless the student's parent/guardian and LACOE agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into a LACOE school from a school district outside of LACOE's SELPA during the school year, LACOE shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, LACOE shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into a LACOE school from an out-of-state district during the school year, LACOE shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as LACOE conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

Board Bylaws BB 9224

OATH OR AFFIRMATION

Prior to entering upon the duties of ~~their~~ the office~~, all~~ of a Los Angeles County Board of Education ~~members~~ member or exercising any function of a County Board member, each County Board member shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

The oath or affirmation may be administered and certified by ~~the Los Angeles County Board of Supervisors or Notary Public (upon request)~~ any County Board member, the secretary or assistant secretary to the County Board, the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60 or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

Legal Reference:
EDUCATION CODE
60 Persons authorized to administer and certify oaths
GOVERNMENT CODE
1225 Right to administer and certify oaths
1303 Misdemeanor for failure to take oath
1360-1369 Oath of office
3100-3109 Oath or affirmation of allegiance
CALIFORNIA CONSTITUTION
Article 20, Section 3 Oath of office
COURT DECISIONS
Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544
Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18, 22

Board Bylaws BB 9260(a)

LEGAL PROTECTION

Liability Insurance

~~Note: Education Code 35208 requires Governing Boards to insure the district's liability for death, personal injury or damage/loss of property, and to insure the personal liability of Board members, district officers and employees for death, personal injury or damage/loss of property caused by their negligent act or omission when acting within the scope of their office or employment. Districts may self insure by provisions of Education Code 35214.~~

The Los Angeles County Board of Education (County Board) shall provide insurance necessary to protect County Board members ~~and employees~~ from liability caused by a negligent act or omission that occurs ~~while acting~~ within the scope of ~~their~~ the County Board member's office ~~or employment~~ ~~in accordance with Education Code 35208~~.

Liability insurance shall be maintained to provide protection from claims resulting from the actions or omissions of County Board members.

(cf. 3530 - Risk Management/Insurance)

~~Note: Pursuant to Government Code 820.9, Board members are not vicariously liable for injuries caused by the district's acts or omissions. The California Supreme Court determined, in Caldwell v. Montoya, that Board members are also immune from suits when performing "discretionary acts," such as basic governmental policy decisions, within the scope of their duties. Personal liability exists, however, for injuries caused by the individual's own wrongful conduct and may also exist, in some circumstances, for civil rights violations or knowing violations of the Brown Act. See BB 9323.2 - Actions by the Board. Because the determination as to whether personal liability exists is dependent on the specific facts of each case, it is strongly recommended that legal counsel be consulted when questions arise.~~

Protection Against Liability

~~Note: The Teacher Protection Act, 20 USC 6731-6738 as added by the No Child Left Behind Act, limits the liability of Board members when they are acting within the scope of their office.~~

No County Board member shall be liable for any harm caused by ~~his/her~~ the County Board member's negligent act or omission when acting within the scope of the County Board ~~(LACOE)~~ member's responsibilities, including, but not limited to, County Board member responsibilities as specified in County Board Bylaw 9000 – Role of the Board. Additionally, no County Board member shall be vicariously liable for the injuries caused by the County Board's acts or omissions. ~~(20 USC 6736)~~ (Education Code 35208; Government Code 820.9)

In addition, no County Board member shall be liable for any harm caused by the County Board member's act or omission if the County Board member was acting within the scope of the County Board member's responsibilities, made in conformity with federal, state, and local laws, and made in furtherance of an effort to control, discipline, expel, or suspend a student, or maintain order or control in the classroom or school. (20 USC 7946)

~~Motor vehicles used on County Board business shall be insured by the County Board member according to the insurance requirements established by law. In some cases, insurance in excess of the legal requirements may be required by LACOE. While personal automobiles used on County Board business are covered by the general LACOE liability policy, losses resulting from accidents occurring while on official business shall be the responsibility of the County Board member's own insurance company as primary carrier.~~

~~Liability insurance carried by LACOE shall be applicable only for claims in excess of the County Board member's personal insurance limits.~~

BB 9260(b)

LEGAL PROTECTION (continued)

~~The~~ This protection against liability shall not apply when: (20 USC ~~6736~~ 7946)

1. The County Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety.

2. The County Board member was not properly licensed, if required, by the State for such activities.

3. The County Board member was found by a court to have violated a federal or state civil rights law.

4. The County Board member was under the influence of alcohol or any drug at the time of the misconduct.

5. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism.

6. The misconduct involved a sexual offense.

Motor vehicles used on County Board business shall be insured by the County Board member according to the insurance requirements established by law. In some cases, insurance in excess of the legal requirements may be required by LACOE. While personal automobiles used on County Board business are covered by the general LACOE liability policy, losses resulting from accidents occurring while on official business shall be the responsibility of the County Board member's own insurance company as primary carrier.

Liability insurance carried by LACOE shall be applicable only for claims in excess of the County Board member's personal insurance limits.

Nothing in this County Board bylaw is intended to protect a County Board member from criminal or civil liability for injury caused by the County Board member's own wrongful conduct, for certain violations of law, including the Brown Act, or for liability from the

requirement to reimburse the County Board or County Office of Education under certain circumstances as specified in law. (Government Code 820.9, 825, 825.6, 54959, 54960)

Legal Reference:

EDUCATION CODE
17029.5 Contract funding; board liability
35208 Liability insurance
35214 Liability insurance (self-insurance or a combination of self-insurance and insurance through an insurance company)
GOVERNMENT CODE
815.3 Intentional torts
820-823 Tort Claims Act
825-825.6 Indemnification of public entity
1090-1098 Conflicts of interest, prohibitions applicable to specified officers
54950-54963 The Ralph M. Brown Act
87100-89503 Conflicts of interest
UNITED STATES CODE, TITLE 18
16 Crime of violence defined
UNITED STATES CODE, TITLE 20
6731-6738 Teacher Protection Act
COURT DECISIONS
Caldwell v. Montoya (Paramount Unified School District) 10 Cal 4th 972 (1995)

Bylaw
adopted: September 27, 2011

LOS ANGELES COUNTY OFFICE OF EDUCATION
Downey, California

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

A. Approval of the 2025-26 Consolidated Application for Funding

The Superintendent recommends that the County Board approve the 2025-26 Consolidated Application for Funding.

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs.

2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	No

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title I, Part D Subpart 2 (Delinquent) ESSA Sec. 1401 SACS 3025	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

B. Acceptance of Project Funds No. 1

The Superintendent recommends that the County Board approve the extension of the Equity Leads Grant from the California Department of Education (CDE) on behalf of the Los Angeles County Office of Education - Equity, Diversity, and Inclusion Unit. The grant was previously accepted on May 6, 2025, for the funding period of July 1, 2024, to June 30, 2025. It has now been extended by six months, with a new end date of December 31, 2025. Approval is needed to formally acknowledge this extension. The grant award will remain at $250,000.

The grant will continue to support Equity Leads in partnering with local educational agencies (LEAs) to identify and address barriers to educational opportunity and academic success for all students. It will fund efforts to reduce disparities in outcomes, enhance services, and support educator development. Additionally, the grant supports the monitoring of local control and accountability plan (LCAP) goals and prioritizes assistance for schools receiving Equity Multiplier Funding, ensuring sustained progress throughout the extended period.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Equity Leads Grant	$0 (original amount $250,000)	Grant-Direct	No	Ongoing	LACOE, in partnership with Sonoma COE, Kings COE. Our partners are CDE, CCEE & UCLA

Purpose	Funder	Grantee	Start Date	End Date
To provide a six-month extension for Equity Leads to expend grant funds through work with partnering LEAs to address barriers, opportunities and services for students.	CDE-CA Dept. of Ed.	Center for the Advancement of Racial Equality (Equity & Access)	07/01/24	12/31/25

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

C. Acceptance of Project Funds No. 2

The Superintendent recommends that the County Board approve the extension of the Equity Leads Grant from the California Department of Education (CDE) on behalf of the Los Angeles County Office of Education - Equity, Diversity, and Inclusion Unit. The grant was previously accepted on May 6, 2025, for the funding period of July 1, 2024, to June 30, 2025. It has now been extended by six months, with a new end date of December 31, 2025. Approval is needed to formally acknowledge this extension. The grant award remains at $1,250,000.

The grant will continue to support Equity Leads in partnering with local educational agencies (LEAs) to identify and address barriers to educational opportunity and academic success for all students. It will fund efforts to reduce disparities in outcomes, enhance services, and support educator development. Additionally, the grant supports the monitoring of local control and accountability plan (LCAP) goals and prioritizes assistance for schools receiving Equity Multiplier Funding, ensuring sustained progress throughout the extended period.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Equity Leads Grant	$0 (original amount $1,250,000)	Grant-Direct	No	Ongoing	LACOE, in partnership with Sonoma COE, Kings COE. Our partners are CDE, CCEE & UCLA

Purpose	Funder	Grantee	Start Date	End Date
To provide a six-month extension for Equity Leads to expend grant funds through work with partnering LEAs to address barriers, opportunities and services for students.	CDE-CA Dept. of Ed.	Center for the Advancement of Racial Equality (Equity & Access)	07/01/24	12/31/25

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

D. Acceptance of Project Funds No. 3

The Superintendent recommends that the County Board approve the acceptance of Amendment No. 1 to extend the funding period of the Foster Youth Services Coordinating Program Technical Assistance Provider (FYSCP TAP) grant by six months. This amendment, submitted on behalf of LACOE's FYSCP-TAP unit, is funded by the California Department of Education. The grant award amount remains $1,620,300.

This grant supports the FYSCP TAP in providing statewide leadership and guidance to County Offices of Education, enhancing their capacity to improve educational outcomes and postsecondary transitions for foster youth in K-12 schools, particularly those facing barriers to success. The FYSCP TAP fosters interagency collaboration, system capacity building, and statewide expertise on initiatives, offering guidance on legislation, model programs, and best practices while using data to drive continuous program improvement, aligning with Local Control Funding Formula (LCFF) goals.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Foster Youth Services Coordinating Program Technical Assistance Provider	$0 (original amount $1,620,300)	Grant-Direct	No	Ongoing	Foster Youth K-12 Statewide

Purpose	Funder	Grantee (Division-Unit)	Start Date	End Date	Year
Amendment to extend funding period an additional 6 months	CDE	FYSCP-TAP	07/01/24	12/31/25	1

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

E. Acceptance of Project Funds No. 4

The Superintendent recommends that the County Board approve Amendment No. 1 to the Foster Youth Services Coordinating Program (FYSCP) Grant on behalf of the Los Angeles County Office of Education, Foster Youth Services Coordinating Program. The grant, initially accepted on December 10, 2024, has been amended to extend the funding period from the original dates of July 1, 2024, to June 30, 2025, and is now extended until December 31, 2025. This funding, provided by the California Department of Education, will be used to address challenges faced by foster youth by ensuring school record access, coordinating educational support, and promoting placement stability. The funding amount will remain at $6,089,557.

FYSCP continues collaborating with local educational agencies (LEAs) and service providers. The program enhances educational outcomes, supports personal growth, and generates long-term cost savings for the state. FYSCP assists LEAs in developing strategies to improve educational support for foster youth, focusing on school stability and academic success. The program works with postsecondary institutions and career technical education programs to support foster youth in transitioning to higher education and careers, including initiatives like the "College Connection Event." Additionally, FYSCP partners with child welfare and community organizations to boost FAFSA/CADAA completion rates for foster youth through targeted workshops and improved tracking systems, ensuring continued progress throughout the extended funding period.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Foster Youth Services Coordinating Program Grant	$0 (original amount $6,089,557)	Grant-Direct	No	Ongoing	Foster Youth Services Coordinating Program

Purpose	Funder	Grantee	Start Date	End Date	Years
Amendment no.1 to provide a six-month grant extension of the funding period, to continue to provide foster youth with comprehensive educational services, promoting stability, improved outcomes, and long-term state savings.	CDE-CA Dept. of Ed.	Foster Youth Services Coordinating Program (FYSCP)	07/01/24	12/31/25	1

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

F. Acceptance of Project Funds No. 5

The Superintendent recommends that the County Board approve the acceptance of the LACOE Thriving Schools Project - Kaiser Permanente from Kaiser Foundation Hospitals on behalf of the LACOE-CIS/Nutrition & Wellness.

The purpose of this funding is to provide direct funding, support, and training to select LEAs to develop and expand policies and practices that promote the well-being of students, staff, and the school community. The Thriving Schools Integrated Assessment (TSIA) will be used to identify and evaluate wellness priorities, develop action plans, build LEA and school site staff capacity, and allocate funding to support healthy school environments. The funding is provided by Kaiser Foundation Hospitals.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
LACOE Thriving Schools Project - Kaiser Permanente	$450,000	Grant-Direct	No	Ongoing	El Monte Union HSD, Hawthorne SD, Inglewood USD, Lennox SD, Los Nietos SD, Mountain View SD, Palmdale SD, Rosemead SD

Purpose	Funder	Grantee (Division-Unit)	Start Date	End Date	Years
Provide funding, support, and training to select LEAs to improve school wellness using the Thriving Schools Integrated Assessment to guide priorities, action plans, and resource allocation.	Kaiser Foundation Hospitals	CIS/Nutrition & Wellness	08/01/25	07/31/27	2

Board Meeting – June 17, 2025

Item VI. Consent Calendar Recommendations

G. Acceptance of Project Funds No. 6

The Superintendent recommends that the County Board approve the acceptance of the Mathematics Professional Learning Partnership (MPLP) Grant in partnership with Kern County Superintendent of Schools (KCSOS) on behalf of the LACOE. The funding is provided by KCSOS through the California Department of Education. LACOE will receive $440,000 annually for the next three years (July 2025-June 2028), for a total of $1,320,000.

Grant funds will support regional and statewide efforts to implement the California Mathematics Framework. Activities include co-leading the service region with California Mathematics Project (CMP) partners, developing and delivering Trainer-of-Trainer modules, and establishing Regional Improvement Communities. Additional efforts involve collecting regional data, providing technical assistance, and participating in evaluation and statewide planning.

Grant Title	Amount	Funding Type	New Funding	One time/ Ongoing	Recipient
Mathematics Professional Learning Partnership (MPLP) Grant with KCSOS	$1,320,000	Income Contract	New Funding	Ongoing	Mathematics professionals/teachers statewide in partnership with Kern County Superintendent of Schools through a grant from CDE

Purpose	Funder	Grantee (Division-Unit)	Start Date	End Date	Years
Support regional leadership, professional development, and statewide collaboration to implement the CA Mathematics Framework with training, data collection, and technical assistance.	Kern County Superintendent of Schools/CDE	Curriculum and Instructional Services	07/01/25	06/30/28	3

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

H. Acceptance of Gifts No. 1

The Superintendent recommends that the County Board accept an in-kind donation of six multicultural board books valued at $60 from Bitty Bao to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the Universal Pre-Kindergarten (UPK) Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. Donated books will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Bitty Bao for Head Start and Early Learning	$60	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *multicultural books* at the UPK Institute event.	Bitty Bao	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

I. Acceptance of Gifts No. 2

The Superintendent recommends that the County Board accept a monetary donation valued at $500 from California Credit Union to the Los Angeles County Office of Education (LACOE), Mental Health and School Counseling Unit (MHSC) / Student Support Services (SSS).

This gift from the CA Credit Union Teacher Grant is being provided to fund the purchase of incentives and supply materials utilized by LACOE Mental Health interns at Los Padrinos. The incentives and materials will be used to support the implementation of classroom presentations and curriculum focused on social and emotional well-being and resiliency skills. All materials will be pre-approved for use by Los Padrinos school leaders and the Probation Department.

Gift Donor Title	Amount	Funding Type	Recipient
California Credit Union for MHSC	$500	Gift – In Kind	Los Padrinos students

Purpose	Donor	Grantee	Funding Period
For incentives and supplies for LACOE Mental Health interns at Los Padrinos to support social-emotional learning and resiliency curriculum.	CA Credit Union Teacher Grant	Mental Health and School Counseling Unit (MHSC) / SSS	FY 2025-26

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

J. Acceptance of Gifts No. 3

The Superintendent recommends that the County Board accept an in-kind donation of two bilingual books valued at $20 from Claudia Maldonado to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. Donated books will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Claudia Maldonado for Head Start & Early Learning	$20	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *bilingual books* at the UPK Institute event.	Claudia Maldonado	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

K. Acceptance of Gifts No. 4

The Superintendent recommends that the County Board accept an in-kind donation of a $50 gift certificate from Conscious Discipline to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The gift certificate will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Conscious Discipline for Head Start & Early Learning	$50	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with resources from Conscious Discipline with a *$50 gift certificate*.	Conscious Discipline	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

L. Acceptance of Gifts No. 5

The Superintendent recommends that the County Board accept an in-kind donation valued at $517.91 from Discovery Source Learning to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. Discover Source Learning is providing resources to support the event, including a Calming Kit valued at $87.97, an Outdoor Pyramid Model Classroom Kit valued at $279.97, and a Caring Communities Bundle valued at $149.97, which collectively enhances the educational experience at the conference.

Gift Donor Title	Amount	Funding Type	Recipient
Discovery Source Learning for HSEL	$517.91	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with *educational kits and bundles from Discovery Source Learning.*	Discovery Source Learning	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

M. Acceptance of Gifts No. 6

The Superintendent recommends that the County Board accept an in-kind donation of Inclusive Strategies Kit, valued at $200, from Frog Street to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The Inclusive Strategies Kit will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Frog Street for Head Start Early Learning	$200	GIFT-In kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with an *Inclusive Strategies Kit* at the UPK Institute event.	Frog Street: Jackeline Vasquez	Head Start Early Education	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

N. Acceptance of Gifts No. 7

The Superintendent recommends that the County Board accept an in-kind donation valued at $4,200 from Kaplan Early Learning Co., including $700 worth of equipment to support early learning and $3,500 worth of presenter time, to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The donation aims to enrich participants' learning experiences and ultimately benefit children's education.

Gift Donor Title	Amount	Funding Type	Recipient
Kaplan Early Learning Co. for Head Start & Early Learning	$4,200	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *equipment and donation of presenter's time* for the UPK Institute event.	Kaplan Early Learning Co.	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

O. Acceptance of Gifts No. 8

The Superintendent recommends that the County Board accept an in-kind donation of centerpieces, activities, build and explore components, and classroom supplies valued at $16,250 from Kodo Kids to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The donated centerpieces and materials will model hands-on, open-ended, inspiring learning activities that educators can recreate with children in their classrooms, directly supporting this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Kodo Kids for HSEL	$16,250	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *educational materials and centerpieces* for the UPK Institute event.	Kodo Kids/Jeremy Fisher	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

P. Acceptance of Gifts No. 9

The Superintendent recommends that the County Board accept an in-kind donation of developmentally appropriate learning materials for Transitional Kindergarten (TK), including building sets, math manipulatives, and science sets, valued at $200 from Lakeshore to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The donated learning materials will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Lakeshore for HSEL	$200	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *learning materials* for the UPK Institute event.	Lakeshore	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

Q. Acceptance of Gifts No. 10

The Superintendent recommends that the County Board accept an in-kind donation valued at $1,220 from Learning Genie to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. Learning Genie is providing resources to support the event, including subscriptions to their Job Embedded PD AI Assistant Tool valued at $720, and dedicating time valued at $500 to present to teachers on effectively using the Learning Genie platform to support the implementation of the Desired Results Developmental Profile (DRDP).

Gift Donor Title	Amount	Funding Type	Recipient
Learning Genie for Head Start & Early Learning	$1,220	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with *subscriptions and presentations* from Learning Genie.	Learning Genie	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

R. Acceptance of Gifts No. 11

The Superintendent recommends that the County Board accept a monetary and in-kind donation valued at $21,000 from Marco Polo Learning Inc. to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. Marco Polo Learning Inc. is contributing resources, including time valued at $5,000 to present strategies for developing children's executive functioning skills, 300 Marco Polo World School - Transition to Kindergarten Subscriptions valued at $13,500, and a $2,500 monetary donation to cover musical entertainment during lunch at the conference

Gift Donor Title	Amount	Funding Type	Recipient
Marco Polo Learning Inc. for Head Start & Early Learning	$21,000	Gift – In Kind & Monetary	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with *presentations, subscriptions, and entertainment* from Marco Polo Learning Inc.	Marco Polo Learning Inc.	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

S. Acceptance of Gifts No. 12

The Superintendent recommends that the County Board accept an in-kind donation of a literacy bundle valued at $60 from Patty Kimbrell with ABridgeClub.com to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The donated literacy bundle will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Patty Kimbrell, ABridgeClub.com for Head Start & Early Learning	$60	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with a *Literacy Bundle* at the UPK Institute event.	Patty Kimbrell, ABridgeClub.com	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

T. Acceptance of Gifts No. 13

The Superintendent recommends that the County Board accept an in-kind donation of an Early Learning Social Emotional Curriculum Classroom Kit and a Child Protection Curriculum Unit for Early Learners, valued at $772, from the Second Step Committee for Children, care of Shay Scott, to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The resource curriculum will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Second Step Committee for Children-Shay Scott for HSEL	$772	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *a resource curriculum* at the UPK Institute event.	Second Step Committee for Children-Shay Scott	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

U. Acceptance of Gifts No. 14

The Superintendent recommends that the County Board accept an in-kind donation valued at $2,440 from Barbara Whitfield from Teaching Strategies to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL). Barbara Whitfield is providing resources to support the event, including travel mugs to be given in sessions ($150), an Essentials kit to aid in developmental activities ($1,135), and The Children's Book Collection for The Creative Curriculum to enhance literacy ($1,155).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The resource curriculum will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Barbara Whitfield from Teaching Strategies for HSEL	$2,440	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with *educational materials from Teaching Strategies.*	Barbara Whitfield	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

V. Acceptance of Gifts No. 15

The Superintendent recommends that the County Board accept an in-kind donation valued at $2,500 from Teachstone to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL).

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. Teachstone is providing resources to support the event, including a CLASS Literacy Support Kit and CLASS Instructional Support Kit valued at $800, and dedicating time valued at $1,700 to present on quality teacher-child interactions, enhancing the educational experience at the conference.

Gift Donor Title	Amount	Funding Type	Recipient
Teachstone for HSEL	$2,500	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support the UPK Institute event with *educational kits and presentations* from Teachstone.	Teachstone	Head Start & Early Learning	Aug. 7-8, 2025

Board Meeting – July 15, 2025

Item VI. Consent Calendar Recommendations

W. Acceptance of Gifts No. 16

The Superintendent recommends that the County Board accept an in-kind donation of a 10-pound bag of upcycled materials valued at $100 from the Two Bit Circus Foundation to the Los Angeles County Office of Education (LACOE), Head Start & Early Learning (HSEL). These materials serve as open-ended resources, promoting creativity, critical thinking, and hands-on learning through items like lids, tubes, and cardboard shapes. Children can build creations or instruments, enhancing problem-solving skills.

This donation supports the UPK Institute event, "Brains at Play: Minds at Work," on August 7–8, 2025. This landmark event is the first-ever collaboration between LACOE and LAUSD, designed to bring together Transitional Kindergarten educators. The event promotes joyful, developmentally appropriate learning through hands-on exploration, social-emotional growth, and purposeful play. The upcycled materials will enhance TK classrooms and directly support this mission.

Gift Donor Title	Amount	Funding Type	Recipient
Two Bit Circus Foundation for HSEL	$100	Gift – In Kind	LAUSD TK teachers from early education centers, general and special education elementary, and CSPP teachers attending the UPK Conference

Purpose	Donor	Grantee	Event Date
The purpose is to support early learning with *educational materials* for the UPK Institute event.	Two Bit Circus Foundation	Head Start & Early Learning	Aug. 7-8, 2025

Item VII. Recommendation/Public Hearing:

A. 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:

<u>Change of School Site Location</u>

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
Table of Contents - May 13, 2025

Tab 1. **Letter to the Los Angeles County Superintendent of Schools**

- **Item 1a.** Request for Material Revision with a summary of proposed changes and their impact on school operations with the updated Charter Petition elements

Tab 2. **Supporting Documentation for Material Revision**

- **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
- **Item 2e.** LACOE 2022-23 Animo City of Champions Charter High School EOY Governance Review
- **Item 2f.** California Department of General Services Site Approval Letter (March 2025)
- **Item 2g.** Inglewood USD 2025-26 Animo City of Champions Charter High School Facilities Use Agreement (FUA)
- **Item 2h.** Animo Inglewood Charter High School Certificate of Occupancy
- **Item 2i.** Inglewood USD Board March 12, 2025 Meeting Minutes
- **Item 2j.** 3405 West Imperial Highway Facility Grant Deed
- **Item 2k.** 3405 West Imperial Highway Facility Notification of Full Release of Interest in Real Property

Tab 3. **Board-Approved Budget with a Supporting Financial Narrative**

- **Item 3a.** Budget Assumptions and Financial Impact Narrative
- **Item 3b.** Historical and Future Student Data (Budgetary)
- **Item 3c.** Historical and Future Staff Data (Budgetary)
- **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.

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. 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,



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

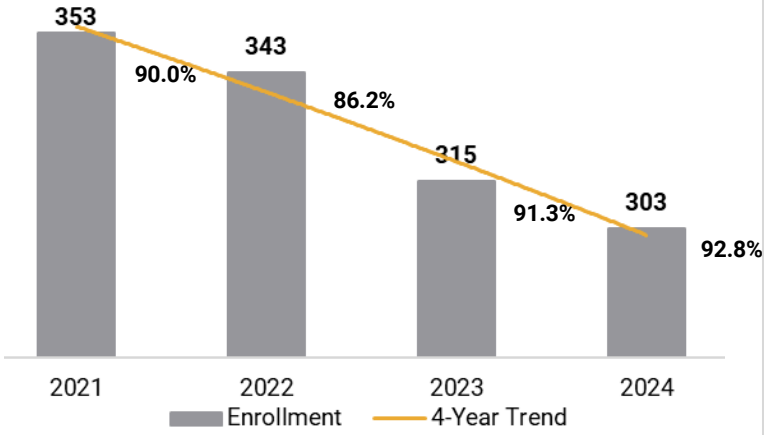
9330 S. 8th Ave., Inglewood, CA 90305

Fast Facts:

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

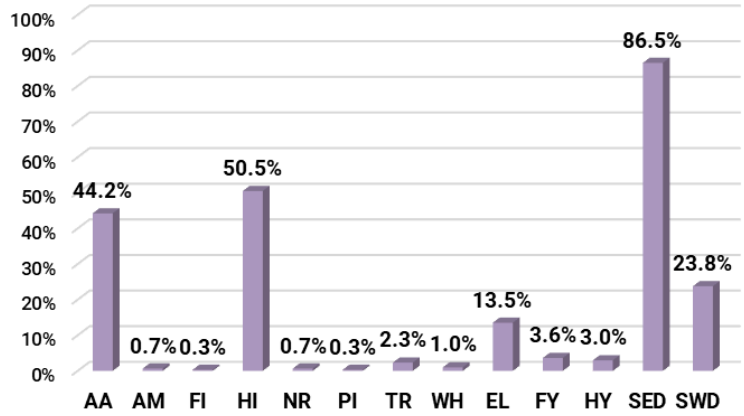
District of Physical Location:	Inglewood USD
Last Renewal:	2020
Current Charter Term:	2020-2028
Facilities' Description:	Prop. 39
Supervisorial District:	Second District
2023-24 Performance Category:	Middle Performing

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/

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

Technical Assistance & Monitoring

Items			
2024 ESSA CSI Criteria/ ATSI Criteria	No Status	Federal Program Monitoring	C - Onsite Reviews of Cohort C LEAs
Differentiated Assistance (2023)	N/A	Compliance and Improvement Monitoring Process	Small LEA Monitoring Compliance Only
Differentiated Assistance (2024) Eligibility Year	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

Net Position

$951,557 Beginning

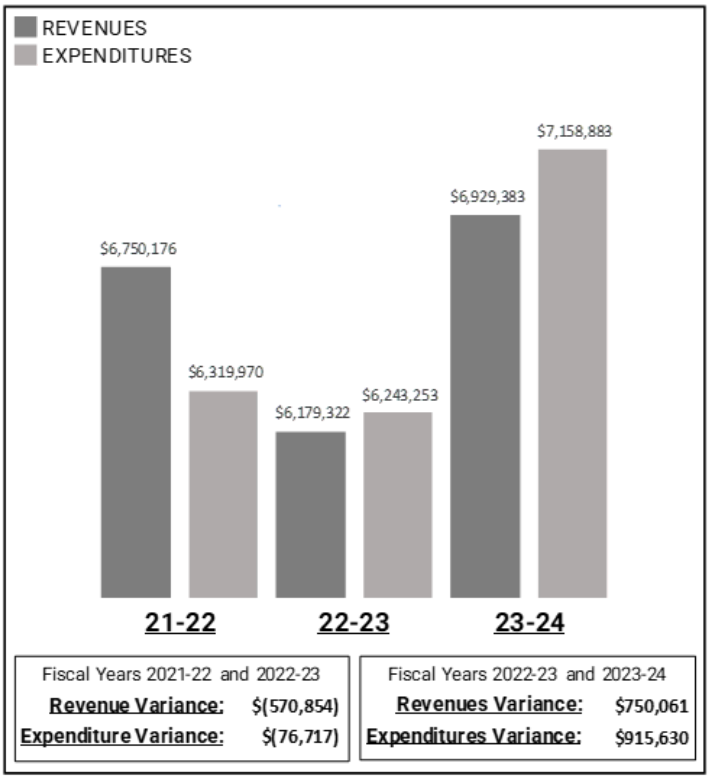
$722,057 Ending

10.09% Reserve

Audit Findings: ☐ Yes ☒ No

Fiscal Stabilization Plan: ☐ Yes ☒ No

50%	$456,988	$26,007
Total Expenditure to All Staff Salary Percentage	Books and Supplies Expenditures	**Cost Per Pupil



Fiscal Years 2021-22 and 2022-23		Fiscal Years 2022-23 and 2023-24	
Revenue Variance:	$(570,854)	Revenues Variance:	$750,061
Expenditure Variance:	$(76,717)	Expenditures Variance:	$915,630

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

https://ca.greendot.org/champions/

INSTRUCTIONAL PROGRAM REVIEW 2023-2024

Charter School	**Ánimo City of Champions Charter High School**	
Charter Term	***July 1, 2020, to June 30, 2025 – Extended to June 30, 2028*** *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*	
Date of Visit(s)	**November 9, 2023, and April 23, 2024**	
Enrollment	**Expected (Petition): 535**	**Actual Enrollment: 303 (Per CDE Dataquest)**
Most Recent School Performance Category:	☐ High ☒ Middle ☐ Low ☐ DASS	
Compliance Monitoring and/or Technical Assistance: (check all that apply)	☐ ATSI ☐ CSI ☐ DA ☐ FPM ☐ PRI ☐ TSI ☐ Williams ☒ 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

	2022				2023			
Student Groups	**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%

Notes:
- An asterisk (*) indicates that data was not provided.

- 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%

Notes:
- An asterisk (*) indicates that data was not provided.

- 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%

Notes:
- An asterisk (*) indicates that data was not provided.

- 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%

Notes:
- An asterisk (*) indicates that data was not provided.

- 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.

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.

3. The charter school has submitted the LACOE Annual Report.

Ánimo City of Champions submitted the 2023-24 Annual Report to LACOE.

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.

Ánimo 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.

5. The charter school annually reviews the Local Control Accountability Plan (LCAP).

- *Per the school's 2023-24 Annual Report to LACOE, the school did not meet the following 22-23 LCAP goals:*
  - ***Goal #8*** *– Increase the percent of students scoring Level 3 and above on SBAC Math assessments or outperform statewide average*
    - *(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.)*
  - ***Goal #33*** *- At least 80% of staff will report feeling successful based on an internal survey.*
    - *(Survey result was 64%)*
- *The Green Dot Board approved the 2023-24 LCAP at its meeting held on June 30, 2023.*
- *The Green Dot Board reviewed the 2023-24 Mid-Year Update at its meeting held on February 2, 2024.*
- *The Green Dot Board approved the 2023-24 LCAP Annual Update, included its 2024-25 LCAP, at its meeting held on June 28, 2024.*

B. Educational Program and Curriculum

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

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.

2. The charter school's staffing is sufficient to carry out the educational program.

Ánimo 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.

3.	The charter school has all appropriate approvals and accreditations for the instructional program outlined in the approved charter petition.
	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.
4.	The charter school is implementing a framework for instructional design that is aligned with the learning needs of all students.
	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.
5.	The charter school uses standard-based curricular materials appropriate for current students.
	Ánimo City of Champions uses materials that align with the California Standards.
C.	**Services to Special Populations**
1.	The charter school has adopted and implemented policies and practices that indicate compliance with all laws related to the provision of special education.
	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).
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.
	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%.
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.
	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.
D.	**Professional Development & Teacher Qualification**
1.	The charter school staff has received legally required clearances and trainings.
	Per the 2023-24 Staffing List, Ánimo City of Champions provided LACOE with evidence of all legally required staff clearances and trainings.
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.
	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

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.

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.

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.

E. Facilities and Operations

1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.

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:

- *Add cover to light fixtures in room 12.*
- *Repair concrete pad that is located at the front of rooms 7 and 8.*

2. The charter school maintains proper student record documentation and materials and supplies related to student safety.

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.

3. The structure of the organization and leadership is designed to effectively operate the school.

The structure of the organization and its leadership is designed to effectively operate the school.

Summary

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.

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%.

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%.

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.

Recommendations

- *Continue to monitor the school's progress toward charter renewal.*
- *Continue to closely monitor the school's Distance from Standard on Dashboard Indicators schoolwide and for all numerically significant student groups.*
- *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.*
- *Continue to monitor LCAP and MPO goal outcomes developing intervention plans as necessary.*
- *Continue to focus on increasing student outcomes in math.*
- *Continue to work at reducing student chronic absenteeism.*

Report completed by LACOE Lead Coordinator:	Approved by LACOE Charter School Office Director:
Darryl Brown	
Darryl Brown, Coordinator III	Indra Ciccarelli, Director
Date report provided to the charter school: **November 19, 2024**	Report provided to charter school via: ☑ US Postal Mail/Email ☐ In-Person Meeting ☑ Video/Phone Conference

GOVERNANCE REVIEW 2023-2024

Charter School	**Ánimo City of Champions Charter High School**
Charter Term	**July 1, 2020, to June 30, 2025 – Extended to June 30, 2028** 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.

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.

A. Organizational Management

1. The charter school is structured as:
   a. Solely a charter school
   b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations)
   c. If b, describe the structure

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.*

2. The corporate papers, including articles of incorporation, are available to the authorizer.

LACOE has been provided with all relevant corporate documents.

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).

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.

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.

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.

B. Capacity/Composition

1. There is a list or roster of governing board members and some of the governing board members have previous governance experience.

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.

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**.

	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.
3.	The governing board represents strong diversity relevant to the community and the charter school population.
	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.
4.	The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
	Green Dot California Board members have expertise in finance, public education, and fundraising.
C.	**Structure**
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.
	The size and expertise of the Green Dot California Board have supported effective governance.
2.	The governing board has bylaws that are comprehensive and that include a term limit.
	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.
3.	The governing board appears to fully understand the bylaws and their implications.
	The Green Dot California Board appears to fully understand the organization's bylaws and comprehends the implications.
4.	The governing board has identified officers.
	The Green Dot California Board has identified a chair and a vice chair of the board.
5.	The bylaws delineate committees, which are implemented with fidelity, and provide detailed job descriptions for these committees.
	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.
D.	**Role of the Board**
1.	The governing board regularly discusses key elements of governance.
	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.
2.	The governing board demonstrates a strong understanding of their role related to effective governance.
	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.
3.	The governing board members understand their role in developing, supporting and evaluating the charter school leader.
	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.

4.	There is a strong working relationship among the charter school leader, board chair and full board.
	Per a review of board meeting audio, there is a strong working relationship between the CEO, board chair, and full board.
E.	**Meetings**
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.
	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*).
2.	The governing board complies with the following: a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes on the school's website
	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.
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.
	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.
4.	Material revisions to the charter have been approved by the governing board.
	The Green Dot California Board did not request a material revision to the charter during the 2023-24 school year.
F.	**Communication and Transparency**
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.
	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.
2.	The charter school has a legally compliant website
	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.
3.	The public has access to board members and methods by which to contact them.
	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

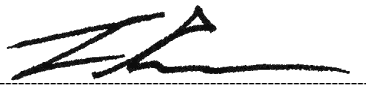
	members. Per LACOE MOU Section 1.2, the school is required to have posted the resumes of current governing board members.
G. Fiscal Standing	
1.	The governing board executes its fiduciary responsibility with regard to the disbursement of public funds.
	The Green Dot California Board executes its fiduciary responsibility with regard to the disbursement of public funds.
2.	The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.
	The Green Dot California Board approved the Ánimo City of Champions 2023-24 budget at its June 20, 2023, meeting.
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.
	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.

Summary:

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.

Recommendations:

- *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.*
- *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.*
- *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.*

Report completed by LACOE Lead Coordinator:	Approved by LACOE Charter School Office Director:
Darryl Brown	
Darryl Brown, Coordinator III	Indra Ciccarelli, Director II
Date report provided to the charter school: **November 19, 2024**	Report provided to charter school representatives via: ☑ US Postal Mail/Email ❑ In-Person Meeting ☑ Video/Phone Conference

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**

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. Educational Program

1. The charter school is following its curricular and instructional plan as presented in the approved charter petition.

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.

2. The charter school staffing is sufficient to carry out the educational program.

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.

3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.

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 9th 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.

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.

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.

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.

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.

6. The charter school has sought WASC accreditation.

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.

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.

The Ánimo City of Champions 2022-23 budget was reviewed by LACOE Business Advisory Services (BAS) on September 6, 2022.

B. Services to Special Populations	
1.	The charter school follows a process to identify and reclassify students who are English learners (ELs).
	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.
C. Curricular Materials	
1.	The charter school uses state standards-based instructional materials.
	Ánimo City of Champions uses materials that align with the California Standards.
2.	The charter school uses instructional materials that address the specific needs of special education students.
	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*).
3.	The charter school uses instructional materials that address the specific needs of English learners.
	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.
4.	The charter school refrains from using faith-based instructional materials.
	No faith-based materials were observed during school site visits.
D. Professional Development & Teacher Qualification	
1.	The charter school staff has received legally required trainings.
	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.
2.	Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.
	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.
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.
	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.
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(l).
	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

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
ELA	Low	Low	-	Low	-	-
MATH	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
ELA	37.5%	43.4%	52.4%	30.8%	-	5.9%
MATH	4.62%	5.6%	4.55%	5.13%	-	0%

Source: https://caaspp-elpac.ets.org/caaspp/
"-" = 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

i-Ready (Math)								
	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.

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.

4. Student achievement data is regularly reported to parents and staff.

Student achievement data is discussed during staff development. Parents receive progress reports and report cards regarding student progress and grading.

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.

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.

6. Local Control Accountability Plan (LCAP):

a. Board Approval/Timeliness of Submission:

The 2022-23 LCAP was approved by the Green Dot California Board meeting held on June 27, 2023.

b. Required Metrics addressed based on type of charter and services offered

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.

c. Student Subgroups

The 2022-23 LCAP includes increased and improved services for Foster Youth, English learners, and Low-income students.

F. Facilities and Operations

1. There is a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition.

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.

2. The charter school maintains proper documentation related to student safety.

Ánimo City of Champions submitted a Comprehensive School Safety Plan for the 2022-23 school year and maintains a schedule of emergency drills.

Summary

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

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

GOVERNANCE REVIEW 2022-23

Charter School:	**Green Dot Public Schools** **Ánimo City of Champions Charter High School**
Charter Term:	**July 1, 2020 to June 30, 2025 – Extended to June 30, 2028** 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.**

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.

A. Organizational Management

1. The charter school is structured as:
   a. Solely a charter school
   b. A charter school with other associated entities (e.g., LLCs, foundations, management organizations)
   c. If b, describe the structure

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.*

2. If the charter school is constituted as a nonprofit corporation, the corporate papers, including articles of incorporation, are available to the authorizer.

LACOE has been provided with all relevant documents including the articles of incorporation.

3. There is a list or roster of governing board members.

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.

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.

The governing board approves the Ánimo City of Champions annual LCAP prior to July 1st each year. The Chief Executive Officer (*CEO*) *and staff provide academic updates to the Green Dot California Board based on established goals and objectives.*

5. The governing board is equipped to execute its fiduciary responsibility with regard to the disbursement of public funds.

In reviewing audio recordings of board meetings, it is evident that the board carefully monitors the finances of the organization and its schools.

6. The governing board understands the annual budget and demonstrates knowledge of the charter school's short- and long-term financial outlook.

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.

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.

The organizational structure of Ánimo City of Champions delineates a clear separation of Green Dot California Board governance responsibilities and school management responsibilities.

B. Capacity/Composition

1. Some of the governing board members have previous governance experience.

	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.
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.
	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.
3.	The governing board represents strong diversity relevant to the community and the charter school population.
	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.
4.	The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.
	Green Dot California Board members have expertise in finance, public education, and fundraising.
C.	**Structure**
1.	The composition of the governing board is consistent with the approved charter.
	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.
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.
	The composition and expertise of the board support effective governance.
3.	The governing board has bylaws that are comprehensive and that include a reasonable term limit.
	The bylaws allow for two-year terms for directors. There are no noted concerns regarding the Green Dot California Board bylaws.
4.	The governing board appears to fully understand the bylaws and their implications.
	The Green Dot California Board appears to fully understand the organizations bylaws and comprehends the implications.
5.	The governing board has identified officers.
	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.
6.	There are written job descriptions for board officers that clearly describe the roles and responsibilities of each.
	The bylaws include job descriptions for Board officers.
7.	The bylaws delineate committees and provide detailed job descriptions for these committees.
	The bylaws include descriptions of an Audit committee.
D.	**Clarity**
1.	The governing board actively discusses which elements of key decision are governance vs. management.
	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.

2. The charter school leadership team demonstrates a strong understanding of their role related to effective governance.	
	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.
3. The governing board members understand their role in developing, supporting and evaluating the charter school leader.	
	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.
4. There is a strong working relationship among the charter school leader, board chair and full board.	
	Per a review of board meeting audio, there is a strong working relationship between the CEO, board chair, and full board.
E. Meetings	
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.	
	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*).
2. The governing board complies with the following: a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes	
	The Green Dot California governing board holds regularly scheduled meetings with appropriate public notice, Brown Act compliance, and makes the minutes of meetings available.
3. The governing board has resolutions and board-adopted policies related to the following: a. Conflict of interest b. Handbooks: parent, student, employee c. Student and employee discipline and due process d. Parent complaint resolution and due process e. Internal controls policies and related forms and systems f. Bank signature authorizations g. Harassment: student, staff h. Safety plan i. Immunization records j. Family Educational Rights and Privacy Act (FERPA): Policy and notices k. Section 504 compliance l. Allowable purchases and purchasing authority	
	The Green Dot California Board has adopted all of the above policies.
4. Material revisions to the charter have been approved by the governing board.	
	There were no material revisions during the 2022-23 school year.

F. Parent and Staff Involvement
1. There is a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the charter school.
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.
Summary:
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.
Recommendations:
• *Ensure that CA Dashboard Local Indicator reporting is completed by the annual submission deadline.* • *Continue to monitor the Ánimo City of Champions instructional program and 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/Email ❑ Meeting ☑ 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.

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

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, February 26, 2025

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 facilites 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

(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

	Fund Code	Proposition	Previously Authorized	Authorized This Action	Remaining State Apportionment This Action
State Share					
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)	
Applicant Share					
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

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 & 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
State Share					
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
Applicant Share					
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 & 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 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.

By: _____

José G. Alvarez
Building Official

Date: September 1, 2005

POST IN A CONSPICUOUS PLACE

COPY

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

MEETING MINUTES

SCAN ME

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 2026-2027and 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.

James Morris

Board Clerk

This page is part of your document - DO NOT DISCARD

20250311127

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

05/12/25 AT 11:53AM

Pages:
0005

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

LEADSHEET

202505120610009

00025473187

015297768

SEQ:
01

DAR - Counter (Upfront Scan)

THIS FORM IS NOT TO BE DUPLICATED

E438467

05/12/2025

20250311127

GRANT DEED

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 $ 0 CITY $ 0
___ 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:
Jeanette Pass
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 4. Reconveyance upon satisfaction of a debt.

This is a reconveyance of realty upon satisfaction of a debt RET 11921.

GRANT DEED

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 Recorders' 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: Jeanette Parker
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. 113th STREET, INGLEWOOD, CA 90303

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.

O. ROBINSON
Notary Public - California
Los Angeles County
Commission # 2409676
My Comm. Expires Jul 2, 2026

Signature _____ (Seal)

This page is part of your document - DO NOT DISCARD

20250311128

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

05/12/25 AT 11:53AM

Pages:
0014

FEES:	20.00
TAXES:	0.00
OTHER:	0.00
PAID:	20.00

LEADSHEET

202505120610009

00025473188

015297768

SEQ:
02

DAR - Counter (Upfront Scan)

THIS FORM IS NOT TO BE DUPLICATED

E438467

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 NOTIIFICATION OF FULL RELEASE OF INTERST IN REAL PROPERTYCE 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. 113th STREET, INGLEWOOD, CA 90303

EXHIBIT B TO NOTIIFICATION OF FULL RELEASE OF INTERST IN REAL PROPERTYCE 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

201104060130004

00003992205

003247847

SEQ:
09

DAR - Title Company (Hard Copy)

THIS FORM IS NOT TO BE DUPLICATED

MAIL ROOM
11 APR 11 AM 11:51

4 15 1 15-2

FIRST AMERICAN TITLE INSURANCE COMPANY

04/06/2011

20110504197

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

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.

9D

3

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

DENIS J. CALVO
Commission # 1886582
Notary Public - California
Yolo County
My Comm. Expires Apr 22, 2014

(Notary Seal)

MAIL ROOM

4

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 B PARKER (JP)

, 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

ROSE ROBERSON
Commission # 1759172
Notary Public - California
Los Angeles County
My Comm. Expires Aug 18, 2011

(Notary Seal)

RECEIVED
2011 APR 11 PM 1:51
HALL BOOH

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

EXHIBIT C TO NOTIIFICATION OF FULL RELEASE OF INTERST IN REAL PROPERTYCE OF LIEN

This page is part of your document - DO NOT DISCARD

20110504198

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

201104060130004

00003992206

003247847

SEQ: 10

DAR - Title Company (Hard Copy)

THIS FORM IS NOT TO BE DUPLICATED

R06

4 15 113-2

FIRST AMERICAN TITLE INSURANCE COMPA

2 4

RECORDING REQUESTED BY

STATE OF CALIFORNIA

04/06/2011

20110504198

WHEN RECORDED MAIL TO

STATE OF CALIFORNIA
STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION
707 3RD 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

WHEAREAS, 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.

1

10D

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.

2

4

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 (RR)

, 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

ROSE ROBERSON
Commission # 1759172
Notary Public - California
Los Angeles County
My Comm. Expires Aug 15, 2011

(Notary Seal)

LIVE SCAN

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

RECORDED/FILED IN OFFICIAL RECORDS OF LOS ANGELES COUNTY, CA
11 FEB 14 AM 11:21
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, a Notary Public in and for said County and State, personally appeared, Rebecca Kirk, 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

ALFREDO PALOMAR
Notary Public - California
Yolo County
Commission # 2384719
My Comm. Expires Dec 24, 2025

(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%
Average Enrollment	297	**322**	**380**	**425**	**464**	**466**
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**
Certificated	**26.7**	**26.7**	**28.7**	**31.5**	**33.5**	**34.5**
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
Classified	**6.4**	**6.4**	**6.4**	**6.4**	**5.4**	**5.4**
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.

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

Staffing

Ánimo City of Champions

031	CHA	*Budget*	*Actuals*	*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	Ánimo 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)

1200	Certificated Pupil Support Salaries	165,316	170,275	175,384	180,645	186,065	191,647	(6,888)	(14,403)	(14,403)	(14,403)
1300	Certificated Supervisors' and Administrators' Salaries	275,232	283,489	291,993	410,418	422,731	435,413	(22,936)	(22,936)	(22,936)	(22,936)
1900	Other Certificated Salaries	218,597	225,155	231,909	238,867	246,033	253,414	(18,216)	(18,216)	(18,216)	(18,216)
	Certificated Salaries	**2,512,223**	**2,587,590**	**2,861,810**	**3,259,821**	**3,566,181**	**3,780,578**	**(125,252)**	**(216,997)**	**(216,997)**	**(216,997)**
	Certificated Overtime, Bonuses, and Stipends										
1105	Certificated Teachers' Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
1110	Certificated Teachers' Salaries_Overtime	-	-	-	-	-	-	-	-	-	-
1130	Certificated Teachers' Salaries_Stipends	38,640	39,799	45,092	50,668	56,537	60,472	-	-	-	-
1135	Certificated Teachers' Salaries_Other	6,000	6,180	7,002	7,868	8,779	9,390	-	-	-	-
1205	Certificated Pupil Support Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
1220	Certificated Pupil Support Salaries_Substitute	-	-	-	-	-	-	-	-	-	-
1230	Certificated Pupil Support Salaries_Stipends	-	-	-	-	-	-	-	-	-	-
1235	Certificated Pupil Support Salaries_Other	-	-	-	-	-	-	-	-	-	-
1305	Certificated Supervisors' and Administrators' Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
1310	Certificated Supervisors' and Administrators' Salaries_Overtime	-	-	-	-	-	-	-	-	-	-
1330	Certificated Supervisors' and Administrators' Salaries_Stipends	-	-	-	-	-	-	-	-	-	-
1335	Certificated Supervisors' and Administrators' Salaries_Other	6,000	6,180	7,002	7,868	8,779	9,390	-	-	(1,500)	-
1905	Other Certificated Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
1930	Other Certificated Salaries Stipends	-	-	-	-	-	-	-	-	-	-
1935	Other Certificated Salaries_Other	-	-	-	-	-	-	-	-	-	-
	Certificated Overtime, Bonuses, and Stipends	**50,640**	**52,159**	**59,096**	**66,403**	**74,094**	**79,253**	**-**	**-**	**(1,500)**	**-**
	Substitute Services										
1120	Certificated Teachers' Salaries_Substitute	3,250	3,348	3,793	4,262	4,755	5,086	(156)	(153)	(504)	(156)
5820	Contracted Substitute Services_Certificated	127,136	129,679	145,500	161,902	178,901	189,498	-	(7,063)	(14,126)	(14,126)
	Substitute Services	**130,386**	**133,026**	**149,292**	**166,163**	**183,656**	**194,584**	**(156)**	**(7,216)**	**(14,630)**	**(14,282)**
	Classified Salaries										
2100	Classified Instructional Salaries	40,986	42,216	43,482	44,787	46,130	47,514	-	(2,277)	(4,554)	(4,554)
2200	Classified Support Salaries	316,853	326,358	336,149	346,234	285,297	293,855	(26,404)	(26,404)	(26,404)	(26,404)
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	(975)	(2,039)	(2,039)	(2,039)
	Classified Salaries	**381,246**	**392,683**	**404,464**	**416,598**	**357,771**	**368,505**	**(27,380)**	**(30,721)**	**(32,998)**	**(32,998)**
	Classified Overtime, Bonuses, and Stipends										
2105	Classified Instructional Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
2110	Classified Instructional Salaries_Overtime	2,049	2,111	2,174	2,239	2,307	2,376	-	(114)	(228)	(228)
2130	Classified Instructional Salaries_Stipends	-	-	-	-	-	-	-	-	-	-
2135	Classified Instructional Salaries_Other	-	-	-	-	-	-	-	-	-	-
2205	Classified Support Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
2210	Classified Support Salaries_Overtime	2,049	2,111	2,174	2,239	1,845	1,901	-	(114)	(228)	(228)
2230	Classified Support Salaries_Stipends	-	-	-	-	-	-	-	-	-	-
2235	Classified Support Salaries_Other	-	-	-	-	-	-	-	-	-	-
2305	Classified Supervisors' and Administrators' Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
2330	Classified Supervisors' and Administrators' Salaries_Stipends	-	-	-	-	-	-	-	-	-	-
2335	Classified Supervisors' and Administrators' Salaries_Other	-	-	-	-	-	-	-	-	-	-
2405	Clerical, Technical, and Office Staff Salaries_Bonus	-	-	-	-	-	-	-	-	-	-
2410	Clerical, Technical, and Office Staff Salaries_Overtime	-	-	-	-	-	-	-	-	-	-
2430	Clerical, Technical, and Office Staff Salaries_Stipends	-	-	-	-	-	-	-	-	-	-
2435	Clerical, Technical, and Office Staff Salaries_Other	-	-	-	-	-	-	-	-	-	-

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

CASHFLOW PROJECTION															
FY25	FY25	FY25	FY25	FY25	FY25	FY25	FY25	FY25 Totals	FY26	FY26	FY26	FY26	FY26	FY26	FY26
Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26
356,193	356,193	356,193	356,193	356,193	356,193	356,193	-	3,601,502	577,186	220,993	397,788	397,788	397,788	397,788	397,788
5,034	5,034	5,034	5,034	5,034	5,034	5,034	-	50,894	8,156	3,123	5,621	5,621	5,621	5,621	5,621
71,904	71,904	71,904	71,904	71,904	71,904	71,904	-	727,029	116,516	44,612	80,301	80,301	80,301	80,301	80,301
433,130	**433,130**	**433,130**	**433,130**	**433,130**	**433,130**	**433,130**	**-**	**4,379,426**	**701,858**	**268,728**	**483,710**	**483,710**	**483,710**	**483,710**	**483,710**
1,344	1,344	1,344	1,344	1,344	1,344	1,344	1,344	15,428	711	1,487	1,487	1,487	1,487	1,487	1,487
4,267	4,267	4,267	4,267	4,267	4,267	4,267	4,267	48,972	2,258	4,722	4,722	4,722	4,722	4,722	4,722
1,736	1,736	1,736	1,736	1,736	1,736	1,736	1,736	19,921	919	1,921	1,921	1,921	1,921	1,921	1,921
7,346	**7,346**	**7,346**	**7,346**	**7,346**	**7,346**	**7,346**	**7,346**	**84,321**	**3,888**	**8,130**	**8,130**	**8,130**	**8,130**	**8,130**	**8,130**
								-							
								-							
-	-	-	-	-	-	-	41,447	41,447	-	-	-	-	-	-	-
23,543	23,543	23,543	23,543	23,543	23,543	23,543	-	265,521	-	59,358	26,055	26,055	26,055	26,055	26,055
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23,543	**23,543**	**23,543**	**23,543**	**23,543**	**23,543**	**23,543**	**41,447**	**306,968**	**-**	**59,358**	**26,055**	**26,055**	**26,055**	**26,055**	**26,055**
								-							
								-							
11,453	11,453	11,453	11,453	11,453	11,453	11,453	11,453	120,941	-	7,094	12,675	12,675	12,675	12,675	12,675
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,115	1,115	1,115	1,115	1,115	1,115	1,115	1,115	13,376	-	2,467	1,234	1,234	1,234	1,234	1,234
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10,738	10,738	10,738	10,738	10,738	10,738	10,738	10,738	128,851	-	31,274	15,637	15,637	15,637	15,637	15,637
534	534	534	534	534	534	534	534	6,403	-	1,181	591	591	591	591	591
-	-	-	-	-	-	-	10,000	10,000	-	-	-	-	-	-	-
23,839	**23,839**	**23,839**	**23,839**	**23,839**	**23,839**	**23,839**	**33,839**	**279,571**	**-**	**42,016**	**30,136**	**30,136**	**30,136**	**30,136**	**30,136**
								-							
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22,329	22,329	22,329	22,329	22,329	22,329	22,329	22,329	267,943	19,268	19,268	19,268	19,268	19,268	19,268	19,268
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	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)
(216,997)	**(216,997)**	**(216,997)**	**(216,997)**	**(216,997)**	**(216,997)**	**(216,997)**	**(216,997)**	**(2,512,223)**	**(129,010)**	**(223,507)**	**(223,507)**	**(223,507)**	**(223,507)**	**(223,507)**	**(223,507)**
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(19,320)	-	-	-	-	-	(19,320)	(38,640)	-	-	-	-	-	(19,900)	-
-	(3,000)	-	-	-	-	-	(3,000)	(6,000)	-	-	-	-	-	(3,090)	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(1,500)	-	-	(1,500)	-	-	(1,500)	(6,000)	-	-	(1,545)	-	-	(1,545)	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**(23,820)**	**-**	**-**	**(1,500)**	**-**	**-**	**(23,820)**	**(50,640)**	**-**	**-**	**(1,545)**	**-**	**-**	**(24,535)**	**-**
								-							
								-							
(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)
(14,279)	**(7,567)**	**(14,282)**	**(14,279)**	**(14,630)**	**(7,219)**	**(14,279)**	**(7,567)**	**(130,386)**	**(161)**	**(7,362)**	**(14,928)**	**(14,569)**	**(14,566)**	**(7,723)**	**(14,569)**
								-							
								-							
(4,554)	(2,277)	(4,554)	(4,554)	(4,554)	(2,277)	(4,554)	(2,277)	(40,986)	-	(2,345)	(4,691)	(4,691)	(4,691)	(2,345)	(4,691)
(26,404)	(26,404)	(26,404)	(26,404)	(26,404)	(26,404)	(26,404)	(26,404)	(316,853)	(27,197)	(27,197)	(27,197)	(27,197)	(27,197)	(27,197)	(27,197)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(2,039)	(2,039)	(2,039)	(2,039)	(2,039)	(2,039)	(2,039)	(2,039)	(23,407)	(1,005)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)
(32,998)	**(30,721)**	**(32,998)**	**(32,998)**	**(32,998)**	**(30,721)**	**(32,998)**	**(30,721)**	**(381,246)**	**(28,201)**	**(31,642)**	**(33,988)**	**(33,988)**	**(33,988)**	**(31,642)**	**(33,988)**
								-							
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(228)	(114)	(228)	(228)	(228)	(114)	(228)	(114)	(2,049)	-	(117)	(235)	(235)	(235)	(117)	(235)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(228)	(114)	(228)	(228)	(228)	(114)	(228)	(114)	(2,049)	-	(117)	(235)	(235)	(235)	(117)	(235)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)**
								-							
								-							
								-							
-	-	-	-	-	-	-	(735)	(15,000)	(13,272)	(1,421)	-	-	-	-	-
-	-	-	-	-	-	-	(876)	(2,880)	(866)	(1,198)	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**(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							
								-							
								-							
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
								-							
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
								-							
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
								-							
(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**
								-							
								-							
								-							
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
								-							
								-							
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	(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**

CASHFLOW PROJECTION															
FY26	FY26	FY26	FY26	FY26	FY26 Totals	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27	FY27
Feb-26	Mar-26	Apr-26	May-26	Jun-26		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27
397,788	397,788	397,788	397,788	-	4,378,274	669,313	271,524	488,744	488,744	488,744	488,744	488,744	488,744	488,744	488,744
5,621	5,621	5,621	5,621	-	61,871	9,458	3,837	6,907	6,907	6,907	6,907	6,907	6,907	6,907	6,907
80,301	80,301	80,301	80,301	-	883,835	135,113	54,812	98,662	98,662	98,662	98,662	98,662	98,662	98,662	98,662
483,710	**483,710**	**483,710**	**483,710**	**-**	**5,323,980**	**813,884**	**330,173**	**594,312**	**594,312**	**594,312**	**594,312**	**594,312**	**594,312**	**594,312**	**594,312**
1,487	1,487	1,487	1,487	1,487	17,074	863	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805	1,805
4,722	4,722	4,722	4,722	4,722	54,197	2,740	5,728	5,728	5,728	5,728	5,728	5,728	5,728	5,728	5,728
1,921	1,921	1,921	1,921	1,921	22,046	1,114	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330	2,330
8,130	**8,130**	**8,130**	**8,130**	**8,130**	**93,317**	**4,717**	**9,863**	**9,863**	**9,863**	**9,863**	**9,863**	**9,863**	**9,863**	**9,863**	**9,863**
					-										
					-										
-	-	-	-	45,868	45,868	-	-	-	-	-	-	-	-	-	-
26,055	26,055	26,055	26,055	-	293,849	-	72,012	31,609	31,609	31,609	31,609	31,609	31,609	31,609	31,609
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26,055	**26,055**	**26,055**	**26,055**	**45,868**	**339,718**	**-**	**72,012**	**31,609**	**31,609**	**31,609**	**31,609**	**31,609**	**31,609**	**31,609**	**31,609**
					-										
					-										
12,675	12,675	12,675	12,675	12,675	133,844	-	8,606	15,377	15,377	15,377	15,377	15,377	15,377	15,377	15,377
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,234	1,234	1,234	1,234	1,234	14,803	-	2,993	1,497	1,497	1,497	1,497	1,497	1,497	1,497	1,497
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15,637	15,637	15,637	15,637	15,637	187,642	-	31,274	15,637	15,637	15,637	15,637	15,637	15,637	15,637	15,637
591	591	591	591	591	7,086	-	1,433	716	716	716	716	716	716	716	716
-	-	-	-	11,067	11,067	-	-	-	-	-	-	-	-	-	-
30,136	**30,136**	**30,136**	**30,136**	**41,203**	**354,442**	**-**	**44,306**	**33,227**	**33,227**	**33,227**	**33,227**	**33,227**	**33,227**	**33,227**	**33,227**
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19,268	19,268	19,268	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
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	64,489	66,424	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	25,126	25,126	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19,268	**19,268**	**19,268**	**19,268**	**19,268**	**320,836**	**110,819**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**
					-											
					-											
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2,467	2,467	2,467	2,467	2,467	29,608	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2,467	**2,467**	**2,467**	**2,467**	**2,467**	**29,608**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-											
					-											
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
					-											
					-											
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35,417	35,417	35,417	35,417	35,417	425,000	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35,417	**35,417**	**35,417**	**35,417**	**35,417**	**425,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-											
					-											
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-											
					-											
7,343	7,343	7,343	7,343	7,343	95,496	17,957	17,726	-	8,908	8,908	8,908	8,908	8,908	8,908	8,908	8,908
3,373	3,373	3,373	3,373	3,373	43,865	8,249	8,142	-	4,092	4,092	4,092	4,092	4,092	4,092	4,092	4,092
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10,715	**10,715**	**10,715**	**10,715**	**10,715**	**139,361**	**26,206**	**25,868**	**-**	**13,000**	**13,000**	**13,000**	**13,000**	**13,000**	**13,000**	**13,000**	**13,000**
					-											
					-											
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,243	4,243	4,243	4,243	4,243	32,640	1,343	1,343	1,343	1,343	1,343	1,343	4,761	4,761	4,761	4,761	
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,243	**4,243**	**4,243**	**4,243**	**4,243**	**32,640**	**1,343**	**1,343**	**1,343**	**1,343**	**1,343**	**1,343**	**4,761**	**4,761**	**4,761**	**4,761**	
					-											
620,142	**620,142**	**620,142**	**620,142**	**167,312**	**7,058,901**	**956,968**	**502,833**	**689,623**	**702,623**	**702,623**	**702,623**	**706,041**	**706,041**	**706,041**	**706,041**	
					$0											
					-											
					-											
(166,286)	(166,286)	(166,286)	(166,286)	(166,286)	(1,908,671)	(90,105)	(188,402)	(188,402)	(188,402)	(188,402)	(188,402)	(188,402)	(188,402)	(188,402)	(188,402)	

(14,835)	(14,835)	(14,835)	(14,835)	(14,835)	(170,275)	(7,308)	(15,280)	(15,280)	(15,280)	(15,280)	(15,280)	(15,280)	(15,280)	(15,280)	(15,280)
(23,624)	(23,624)	(23,624)	(23,624)	(23,624)	(283,489)	(24,333)	(24,333)	(24,333)	(24,333)	(24,333)	(24,333)	(24,333)	(24,333)	(24,333)	(24,333)
(18,763)	(18,763)	(18,763)	(18,763)	(18,763)	(225,155)	(19,326)	(19,326)	(19,326)	(19,326)	(19,326)	(19,326)	(19,326)	(19,326)	(19,326)	(19,326)
(223,507)	**(223,507)**	**(223,507)**	**(223,507)**	**(223,507)**	**(2,587,590)**	**(141,071)**	**(247,340)**	**(247,340)**	**(247,340)**	**(247,340)**	**(247,340)**	**(247,340)**	**(247,340)**	**(247,340)**	**(247,340)**
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	(19,900)	(39,799)	-	-	-	-	-	(22,546)	-	-	-	-
-	-	-	-	(3,090)	(6,180)	-	-	-	-	-	(3,501)	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(1,545)	-	-	(1,545)	(6,180)	-	-	(1,750)	-	-	(1,750)	-	-	(1,750)	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**(1,545)**	**-**	**-**	**(24,535)**	**(52,159)**	**-**	**-**	**(1,750)**	**-**	**-**	**(27,798)**	**-**	**-**	**(1,750)**	**-**
					-										
					-										
(157)	(519)	(161)	(157)	(519)	(3,348)	(182)	(178)	(588)	(182)	(178)	(588)	(182)	(178)	(588)	(182)
(14,409)	(14,409)	(7,204)	(14,409)	(7,204)	(129,679)	-	(8,083)	(16,167)	(16,167)	(16,167)	(8,083)	(16,167)	(16,167)	(16,167)	(8,083)
(14,566)	**(14,928)**	**(7,365)**	**(14,566)**	**(7,723)**	**(133,026)**	**(182)**	**(8,262)**	**(16,755)**	**(16,349)**	**(16,345)**	**(8,671)**	**(16,349)**	**(16,345)**	**(16,755)**	**(8,265)**
					-										
					-										
(4,691)	(4,691)	(2,345)	(4,691)	(2,345)	(42,216)	-	(2,416)	(4,831)	(4,831)	(4,831)	(2,416)	(4,831)	(4,831)	(4,831)	(2,416)
(27,197)	(27,197)	(27,197)	(27,197)	(27,197)	(326,358)	(28,012)	(28,012)	(28,012)	(28,012)	(28,012)	(28,012)	(28,012)	(28,012)	(28,012)	(28,012)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(24,109)	(1,035)	(2,163)	(2,163)	(2,163)	(2,163)	(2,163)	(2,163)	(2,163)	(2,163)	(2,163)
(33,988)	**(33,988)**	**(31,642)**	**(33,988)**	**(31,642)**	**(392,683)**	**(29,047)**	**(32,592)**	**(35,007)**	**(35,007)**	**(35,007)**	**(32,592)**	**(35,007)**	**(35,007)**	**(35,007)**	**(32,592)**
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(235)	(235)	(117)	(235)	(117)	(2,111)	-	(121)	(242)	(242)	(242)	(121)	(242)	(242)	(242)	(121)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(235)	(235)	(117)	(235)	(117)	(2,111)	-	(121)	(242)	(242)	(242)	(121)	(242)	(242)	(242)	(121)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(143)	(143)	(143)	(143)	(143)	(1,647)	(71)	(148)	(148)	(148)	(148)	(148)	(148)	(148)	(148)	(148)
-	-	-	-	(22,660)	(45,320)	-	-	-	-	-	(23,340)	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(613)	**(613)**	**(378)**	**(613)**	**(23,038)**	**(51,189)**	**(71)**	**(389)**	**(631)**	**(631)**	**(631)**	**(23,729)**	**(631)**	**(631)**	**(631)**	**(389)**
					-										
					-										
					-										
-	-	-	-	(757)	(15,450)	(15,037)	(1,610)	-	-	-	-	-	-	-	-
-	-	-	-	(902)	(2,966)	(892)	(1,234)	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)**
					-										
					-										
(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)

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(970)	(970)	(970)	(970)	(970)	(11,642)	(1,049)	(1,049)	(1,049)	(1,049)	(1,049)	(1,049)	(1,049)	(1,049)	(1,049)	(1,049)
(5,199)	**(5,199)**	**(5,199)**	**(7,374)**	**(5,899)**	**(42,506)**	**(3,037)**	**(1,309)**	**(1,049)**	**(1,049)**	**(1,049)**	**(1,049)**	**(5,053)**	**(5,053)**	**(5,053)**	**(5,053)**
					-										
					-										
(6,118)	(6,118)	(6,118)	(6,118)	(6,118)	(36,781)	-	(89)	-	-	-	-	(7,361)	(7,361)	(7,361)	(7,361)
(15,317)	(15,317)	(7,658)	(15,317)	(7,658)	(76,584)	-	-	-	-	-	-	(18,428)	(18,428)	(18,428)	(9,214)
(22,791)	(22,791)	(11,396)	(22,791)	(11,396)	(113,956)	-	-	-	-	-	-	(27,421)	(27,421)	(27,421)	(13,710)
(44,226)	**(44,226)**	**(25,172)**	**(44,226)**	**(25,172)**	**(227,321)**	**-**	**(89)**	**-**	**-**	**-**	**-**	**(53,209)**	**(53,209)**	**(53,209)**	**(30,285)**
					-										
					-										
(734)	(734)	(734)	(734)	(734)	(33,600)	(2,345)	(1,657)	(7,782)	(7,782)	(7,782)	(7,782)	(883)	(883)	(883)	(883)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,113)	(1,113)	(1,113)	(1,113)	(1,113)	(13,355)	(1,339)	(1,339)	(1,339)	(1,339)	(1,339)	(1,339)	(1,339)	(1,339)	(1,339)	(1,339)
(6,926)	(6,926)	(6,926)	(6,926)	(6,926)	(99,363)	(13,748)	(22,475)	(8,332)	(8,332)	(8,332)	(8,332)	(8,332)	(8,332)	(8,332)	(8,332)
(1,582)	(1,582)	(1,582)	(1,582)	(1,582)	(18,980)	(1,903)	(1,903)	(1,903)	(1,903)	(1,903)	(1,903)	(1,903)	(1,903)	(1,903)	(1,903)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(10,354)	**(10,354)**	**(10,354)**	**(10,354)**	**(10,354)**	**(165,298)**	**(19,334)**	**(27,374)**	**(19,356)**	**(19,356)**	**(19,356)**	**(19,356)**	**(12,457)**	**(12,457)**	**(12,457)**	**(12,457)**
					-										
					-										
(3,045)	(3,045)	(3,045)	(3,045)	(3,045)	(21,027)	(557)	(531)	(557)	(557)	(557)	(557)	(3,664)	(3,664)	(3,664)	(3,664)
(18,540)	(18,540)	(18,540)	(18,540)	(18,540)	(127,716)	(922)	(5,378)	(3,380)	(3,380)	(3,380)	(3,380)	(22,306)	(22,306)	(22,306)	(22,306)
(6,250)	(6,250)	(6,250)	(6,250)	(6,250)	(75,000)	(7,520)	(7,520)	(7,520)	(7,520)	(7,520)	(7,520)	(7,520)	(7,520)	(7,520)	(7,520)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(5,506)	(5,506)	(5,506)	(5,506)	(5,506)	(66,074)	(12,500)	(12,500)	(12,500)	(12,500)	(12,500)	(12,500)	(12,500)	(12,500)	(12,500)	(12,500)
(4,682)	(4,682)	(4,682)	(4,682)	(4,682)	(56,184)	(5,633)	(5,633)	(5,633)	(5,633)	(5,633)	(5,633)	(5,633)	(5,633)	(5,633)	(5,633)
(2,541)	(19,057)	(2,541)	(2,541)	(2,541)	(63,524)	(3,057)	(3,057)	(3,057)	(3,057)	(22,928)	(3,057)	(3,057)	(3,057)	(22,928)	(3,057)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(40,565)	**(57,081)**	**(40,565)**	**(40,565)**	**(40,565)**	**(409,525)**	**(30,188)**	**(34,619)**	**(32,647)**	**(32,647)**	**(52,518)**	**(32,647)**	**(54,680)**	**(54,680)**	**(74,551)**	**(54,680)**
					-										
					-										
(45,548)	(45,548)	(45,548)	(45,548)	(45,548)	(499,974)	(6,015)	(47,521)	(54,799)	(54,799)	(54,799)	(54,799)	(54,799)	(54,799)	(54,799)	(54,799)
(12,491)	(12,491)	(12,491)	(12,491)	(12,491)	(149,889)	(13,115)	(13,115)	(13,115)	(13,115)	(13,115)	(13,115)	(13,115)	(13,115)	(13,115)	(13,115)
(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(125,072)	(1,961)	(3,362)	(22,412)	(22,412)	(22,412)	(22,412)	(7,517)	(7,517)	(7,517)	(7,517)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(12,589)	(12,589)	(12,589)	(12,589)	(12,589)	(149,511)	(19,787)	(8,634)	(15,146)	(15,146)	(15,146)	(15,146)	(15,146)	(15,146)	(15,146)	(15,146)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(77,339)	**(77,339)**	**(77,339)**	**(77,339)**	**(77,339)**	**(924,447)**	**(40,879)**	**(72,632)**	**(105,473)**	**(105,473)**	**(105,473)**	**(105,473)**	**(90,578)**	**(90,578)**	**(90,578)**	**(90,578)**
					-										
					-										
(5,800)	(5,800)	(5,800)	(5,800)	(5,800)	(69,596)	(6,978)	(6,978)	(6,978)	(6,978)	(6,978)	(6,978)	(6,978)	(6,978)	(6,978)	(6,978)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(4,682)	(4,682)	(4,682)	(4,682)	(4,682)	(53,746)	(2,751)	(5,753)	(5,753)	(5,753)	(5,753)	(5,753)	(5,753)	(5,753)	(5,753)	(5,753)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(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)**
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-										
(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										
					-										
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-										
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-										
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**
					-										
					-										
					-										
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
					-										
					-										
					-										
					-										
					-										
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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 May-27	FY27 Jun-27	FY27 Totals	FY28 Jul-27	FY28 Aug-27	FY28 Sep-27	FY28 Oct-27	FY28 Nov-27	FY28 Dec-27	FY28 Jan-28	FY28 Feb-28	FY28 Mar-28	FY28 Apr-28	FY28 May-28	FY28 Jun-28	FY28 Totals
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**
		-													-
		-													-
-	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
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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**
		-													-
		-													-
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
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	66,424	68,417	-	-	-	-	-	-	-	-	-	-	-	68,417
-	-	25,126	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19,268	**19,268**	**322,771**	**87,685**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**19,268**	**299,638**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
		-													-
8,908	8,908	115,855	20,732	20,465	-	10,284	10,284	10,284	10,284	10,284	10,284	10,284	10,284	10,284	133,756
4,092	4,092	53,216	9,523	9,400	-	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	4,724	61,439
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13,000	**13,000**	**169,071**	**30,255**	**29,865**	**-**	**15,008**	**15,008**	**15,008**	**15,008**	**15,008**	**15,008**	**15,008**	**15,008**	**15,008**	**195,195**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,761	4,761	36,622	1,494	1,494	1,494	1,494	1,494	1,494	5,298	5,298	5,298	5,298	5,298	5,298	40,750
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4,761	**4,761**	**36,622**	**1,494**	**1,494**	**1,494**	**1,494**	**1,494**	**1,494**	**5,298**	**5,298**	**5,298**	**5,298**	**5,298**	**5,298**	**40,750**
		-													-
706,041	**149,192**	**7,936,687**	**1,104,420**	**545,426**	**782,359**	**797,368**	**797,368**	**797,368**	**801,171**	**801,171**	**801,171**	**801,171**	**801,171**	**151,016**	**8,981,181**
		$0													$0
		-													-
		-													-
(188,402)	(188,402)	(2,162,524)	(101,245)	(211,695)	(211,695)	(211,695)	(211,695)	(211,695)	(211,695)	(211,695)	(211,695)	(211,695)	(211,695)	(105,848)	(2,324,043)

(15,280)	(15,280)	(175,384)	(7,527)	(15,738)	(15,738)	(15,738)	(15,738)	(15,738)	(15,738)	(15,738)	(15,738)	(15,738)	(15,738)	(7,869)	(172,776)
(24,333)	(24,333)	(291,993)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(34,202)	(17,101)	(393,318)
(19,326)	(19,326)	(231,909)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(19,906)	(9,953)	(228,914)
(247,340)	**(247,340)**	**(2,861,810)**	**(162,879)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(281,540)**	**(140,770)**	**(3,119,051)**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(22,546)	(45,092)	-	-	-	-	-	(25,334)	-	-	-	-	-	(25,334)	(50,668)
-	(3,501)	(7,002)	-	-	-	-	-	(3,934)	-	-	-	-	-	(3,934)	(7,868)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(1,750)	(7,002)	-	-	(1,967)	-	-	(1,967)	-	-	(1,967)	-	-	(1,967)	(7,868)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**(27,798)**	**(59,096)**	**-**	**-**	**(1,967)**	**-**	**-**	**(31,235)**	**-**	**-**	**(1,967)**	**-**	**-**	**(31,235)**	**(66,403)**
		-													-
		-													-
(178)	(588)	(3,793)	(205)	(200)	(661)	(205)	(200)	(661)	(205)	(200)	(661)	(205)	(200)	(661)	(4,262)
(16,167)	(8,083)	(145,500)	-	(8,995)	(17,989)	(17,989)	(17,989)	(8,995)	(17,989)	(17,989)	(17,989)	(8,995)	(17,989)	(8,995)	(161,902)
(16,345)	**(8,671)**	**(149,292)**	**(205)**	**(9,195)**	**(18,650)**	**(18,194)**	**(18,189)**	**(9,655)**	**(18,194)**	**(18,189)**	**(18,650)**	**(9,199)**	**(18,189)**	**(9,655)**	**(166,163)**
		-													-
		-													-
(4,831)	(2,416)	(43,482)	-	(2,488)	(4,976)	(4,976)	(4,976)	(2,488)	(4,976)	(4,976)	(4,976)	(2,488)	(4,976)	(2,488)	(44,787)
(28,012)	(28,012)	(336,149)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(28,853)	(346,234)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(2,163)	(2,163)	(24,832)	(1,066)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(2,228)	(25,577)
(35,007)	**(32,592)**	**(404,464)**	**(29,919)**	**(33,569)**	**(36,057)**	**(36,057)**	**(36,057)**	**(33,569)**	**(36,057)**	**(36,057)**	**(36,057)**	**(33,569)**	**(36,057)**	**(33,569)**	**(416,598)**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(242)	(121)	(2,174)	-	(124)	(249)	(249)	(249)	(124)	(249)	(249)	(249)	(124)	(249)	(124)	(2,239)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(242)	(121)	(2,174)	-	(124)	(249)	(249)	(249)	(124)	(249)	(249)	(249)	(124)	(249)	(124)	(2,239)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(148)	(148)	(1,696)	(73)	(152)	(152)	(152)	(152)	(152)	(152)	(152)	(152)	(152)	(152)	(152)	(1,747)
-	(23,340)	(46,680)	-	-	-	-	-	(24,040)	-	-	-	-	-	(24,040)	(48,080)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(631)	**(23,729)**	**(52,724)**	**(73)**	**(401)**	**(650)**	**(650)**	**(650)**	**(24,441)**	**(650)**	**(650)**	**(650)**	**(401)**	**(650)**	**(24,441)**	**(54,306)**
		-													-
		-													-
		-													-
-	(858)	(17,505)	(16,896)	(1,810)	-	-	-	-	-	-	-	-	-	(964)	(19,669)
-	(929)	(3,055)	(919)	(1,271)	-	-	-	-	-	-	-	-	-	(957)	(3,147)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**(1,787)**	**(20,560)**	**(17,815)**	**(3,081)**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**(1,920)**	**(22,816)**
		-													-
		-													-
(48,604)	(48,604)	(557,893)	(26,471)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(55,349)	(635,309)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(9,866)	(9,866)	(113,250)	(5,069)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(10,598)	(121,646)
(3,716)	(3,716)	(42,651)	(2,023)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(4,231)	(48,561)
(3,047)	(3,047)	(34,975)	(1,501)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(3,138)	(36,024)
(24,268)	(24,268)	(278,556)	(13,374)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(27,964)	(320,975)
(4,891)	(4,891)	(56,138)	(2,695)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(5,636)	(64,687)
(976)	(976)	(11,712)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(1,082)	(12,982)
(236)	(236)	(2,826)	(261)	(261)	(261)	(261)	(261)	(261)	(261)	(261)	(261)	(261)	(261)	(261)	(3,133)
(2,819)	(2,819)	(32,356)	(1,675)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(3,501)	(40,188)
(438)	(438)	(5,029)	(235)	(492)	(492)	(492)	(492)	(492)	(492)	(492)	(492)	(492)	(492)	(492)	(5,651)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(98,861)	**(98,861)**	**(1,135,387)**	**(54,386)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(112,252)**	**(1,289,156)**
		-													-
(398,184)	**(440,777)**	**(4,683,334)**	**(265,276)**	**(440,038)**	**(451,116)**	**(448,693)**	**(448,689)**	**(492,692)**	**(448,693)**	**(448,689)**	**(451,116)**	**(436,961)**	**(448,689)**	**(353,842)**	**(5,134,493)**
		-													-
		-													-
		-													-
		-													-
(1,230)	(15,003)	(122,974)	(51,276)	(39,756)	(7,024)	(7,024)	(4,214)	(5,619)	-	(4,214)	(1,405)	(1,405)	(1,405)	(17,139)	(140,481)
(3,595)	(4,578)	(23,967)	(1,342)	-	(2,738)	(8,487)	(2,738)	(548)	(274)	(1,643)	(274)	-	(4,107)	(5,229)	(27,379)
(4,825)	**(19,580)**	**(146,941)**	**(52,617)**	**(39,756)**	**(9,762)**	**(15,511)**	**(6,952)**	**(6,167)**	**(274)**	**(5,857)**	**(1,679)**	**(1,405)**	**(5,512)**	**(22,368)**	**(167,859)**
		-													-
		-													-
(6,673)	(6,673)	(88,585)	(3,823)	(2,433)	(10,341)	(10,341)	(10,341)	(10,341)	(6,546)	(6,546)	(6,546)	(6,546)	(6,546)	(6,546)	(86,896)
(1,198)	(1,198)	(14,380)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(1,369)	(16,427)
(7,872)	**(7,872)**	**(102,965)**	**(5,192)**	**(3,802)**	**(11,710)**	**(11,710)**	**(11,710)**	**(11,710)**	**(7,915)**	**(7,915)**	**(7,915)**	**(7,915)**	**(7,915)**	**(7,915)**	**(103,323)**
		-													-
		-													-
(4,371)	(2,826)	(15,611)	(46)	-	-	-	-	-	(2,035)	(2,035)	(2,035)	(2,035)	(4,253)	(2,749)	(15,190)
(1,912)	(1,912)	(13,670)	(2,138)	(286)	-	-	-	-	(2,105)	(2,105)	(2,105)	(2,105)	(2,105)	(2,105)	(15,053)

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,049)	(1,049)	(12,592)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(1,155)	(13,865)
(7,332)	**(5,786)**	**(41,873)**	**(3,339)**	**(1,441)**	**(1,155)**	**(1,155)**	**(1,155)**	**(1,155)**	**(5,296)**	**(5,296)**	**(5,296)**	**(5,296)**	**(7,513)**	**(6,010)**	**(44,108)**
		-													-
		-													-
(7,361)	(7,361)	(44,252)	-	(101)	-	-	-	-	(8,408)	(8,408)	(8,408)	(8,408)	(8,408)	(8,408)	(50,552)
(18,428)	(9,214)	(92,140)	-	-	-	-	-	-	(21,051)	(21,051)	(21,051)	(10,526)	(21,051)	(10,526)	(105,257)
(27,421)	(13,710)	(137,103)	-	-	-	-	-	-	(31,324)	(31,324)	(31,324)	(15,662)	(31,324)	(15,662)	(156,622)
(53,209)	**(30,285)**	**(273,495)**	**-**	**(101)**	**-**	**-**	**-**	**-**	**(60,784)**	**(60,784)**	**(60,784)**	**(34,596)**	**(60,784)**	**(34,596)**	**(312,431)**
		-													-
		-													-
(883)	(883)	(40,424)	(2,678)	(1,893)	(8,890)	(8,890)	(8,890)	(8,890)	(1,008)	(1,008)	(1,008)	(1,008)	(1,008)	(1,008)	(46,179)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,339)	(1,339)	(16,068)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(1,530)	(18,356)
(8,332)	(8,332)	(119,546)	(15,705)	(25,674)	(9,519)	(9,519)	(9,519)	(9,519)	(9,519)	(9,519)	(9,519)	(9,519)	(9,519)	(9,519)	(136,565)
(1,903)	(1,903)	(22,835)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(2,174)	(26,086)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(12,457)	**(12,457)**	**(198,873)**	**(22,087)**	**(31,271)**	**(22,112)**	**(22,112)**	**(22,112)**	**(22,112)**	**(14,230)**	**(14,230)**	**(14,230)**	**(14,230)**	**(14,230)**	**(14,230)**	**(227,185)**
		-													-
		-													-
(3,664)	(3,664)	(25,298)	(636)	(607)	(636)	(636)	(636)	(636)	(4,186)	(4,186)	(4,186)	(4,186)	(4,186)	(4,186)	(28,900)
(22,306)	(22,306)	(153,657)	(1,053)	(6,144)	(3,862)	(3,862)	(3,862)	(3,862)	(25,481)	(25,481)	(25,481)	(25,481)	(25,481)	(25,481)	(175,533)
(7,520)	(7,520)	(90,234)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(8,590)	(103,080)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(12,500)	(12,500)	(150,000)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(18,750)	(225,000)
(5,633)	(5,633)	(67,597)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(6,435)	(77,220)
(3,057)	(3,057)	(76,427)	(3,492)	(3,492)	(3,492)	(3,492)	(26,192)	(3,492)	(3,492)	(3,492)	(26,192)	(3,492)	(3,492)	(3,492)	(87,307)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(54,680)	**(54,680)**	**(563,213)**	**(38,956)**	**(44,018)**	**(41,765)**	**(41,765)**	**(64,465)**	**(41,765)**	**(66,934)**	**(66,934)**	**(89,634)**	**(66,934)**	**(66,934)**	**(66,934)**	**(697,040)**
		-													-
		-													-
(54,799)	(54,799)	(601,530)	(6,543)	(51,689)	(59,606)	(59,606)	(59,606)	(59,606)	(59,606)	(59,606)	(59,606)	(59,606)	(59,606)	(59,606)	(654,296)
(13,115)	(13,115)	(157,384)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(13,771)	(165,253)
(7,517)	(7,517)	(140,077)	(2,240)	(3,840)	(25,603)	(25,603)	(25,603)	(25,603)	(8,588)	(8,588)	(8,588)	(8,588)	(8,588)	(8,588)	(160,019)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(15,146)	(15,146)	(179,880)	(22,604)	(9,863)	(17,302)	(17,302)	(17,302)	(17,302)	(17,302)	(17,302)	(17,302)	(17,302)	(17,302)	(17,302)	(205,489)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(90,578)	**(90,578)**	**(1,078,871)**	**(45,158)**	**(79,164)**	**(116,283)**	**(116,283)**	**(116,283)**	**(116,283)**	**(99,267)**	**(99,267)**	**(99,267)**	**(99,267)**	**(99,267)**	**(99,267)**	**(1,185,056)**
		-													-
		-													-
(6,978)	(6,978)	(83,733)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(7,971)	(95,653)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(5,753)	(5,753)	(66,035)	(3,210)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(6,712)	(77,045)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(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)**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
(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**
		0													0
		-													-
		0													0
		-													-
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
		-													-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
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**
		-													-
		-													-
		-													-
		-													-
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
		-													-
		-													-
		-													-
		-													-
		-													-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)**
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**	

CASHFLOW PROJECTION													CASHFLOW PROJECTION		
FY29	FY29	FY29	FY29	FY29	FY29	FY29	FY29	FY29	FY29	FY29	FY29	FY29 Totals	FY30	FY30	FY30
Jul-28	Aug-28	Sep-28	Oct-28	Nov-28	Dec-28	Jan-29	Feb-29	Mar-29	Apr-29	May-29	Jun-29		Jul-29	Aug-29	Sep-29
926,161	355,924	640,663	640,663	640,663	640,663	640,663	640,663	640,663	640,663	640,663	-	7,048,047	1,006,642	365,980	658,763
13,088	5,030	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053	9,053	-	99,599	14,225	5,172	9,309
186,962	71,850	129,329	129,329	129,329	129,329	129,329	129,329	129,329	129,329	129,329	-	1,422,777	203,209	73,880	132,983
1,126,211	**432,803**	**779,045**	**779,045**	**779,045**	**779,045**	**779,045**	**779,045**	**779,045**	**779,045**	**779,045**	**-**	**8,570,423**	**1,224,077**	**445,031**	**801,056**
1,109	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,318	26,607	1,134	2,372	2,372
3,519	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	7,358	84,458	3,601	7,529	7,529
1,431	2,993	2,993	2,993	2,993	2,993	2,993	2,993	2,993	2,993	2,993	2,993	34,356	1,465	3,063	3,063
6,059	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**12,669**	**145,421**	**6,200**	**12,964**	**12,964**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	71,479	71,479	-	-	-
-	92,500	40,602	40,602	40,602	40,602	40,602	40,602	40,602	40,602	40,602	-	457,921	-	94,650	41,546
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**92,500**	**40,602**	**40,602**	**40,602**	**40,602**	**40,602**	**40,602**	**40,602**	**40,602**	**40,602**	**71,479**	**529,400**	**-**	**94,650**	**41,546**
												-			
												-			
-	11,055	19,752	19,752	19,752	19,752	19,752	19,752	19,752	19,752	19,752	19,752	208,576	-	11,311	20,211
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	3,845	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	1,922	23,068	-	3,934	1,967
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	1,840	920	920	920	920	920	920	920	920	920	920	11,043	-	1,883	942
-	-	-	-	-	-	-	-	-	-	-	17,246	17,246	-	-	-
-	**16,740**	**22,595**	**22,595**	**22,595**	**22,595**	**22,595**	**22,595**	**22,595**	**22,595**	**22,595**	**39,841**	**259,933**	**-**	**17,129**	**23,120**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

70,469	-	-	-	-	-	-	-	-	-	-	-	70,469	72,583	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70,469	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**70,469**	**72,583**	**-**	**-**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
												-			
23,066	22,769	-	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	68,357	10,842	10,702	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33,662	**33,227**	**-**	**16,698**	**16,698**	**16,698**	**16,698**	**16,698**	**16,698**	**16,698**	**16,698**	**16,698**	**217,173**	**34,444**	**34,000**	**-**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,651	1,651	1,651	1,651	1,651	1,651	5,854	5,854	5,854	5,854	5,854	5,854	45,029	1,749	1,749	1,749
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1,651	**1,651**	**1,651**	**1,651**	**1,651**	**1,651**	**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**	**146,541**	**9,837,849**	**1,339,053**	**605,521**	**880,434**
												$0			
												-			
												-			
(218,821)	(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)

(15,622)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(16,210)	(193,934)	(7,985)	(16,696)	(16,696)
(52,328)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(35,228)	(439,832)	(36,284)	(36,284)	(36,284)
(30,455)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(20,503)	(255,985)	(21,118)	(21,118)	(21,118)
(317,226)	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(308,157)**	**(3,706,951)**	**(186,225)**	**(326,759)**	**(326,759)**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	(28,268)	-	-	-	-	-	(28,268)	(56,537)	-	-	-
-	-	-	-	-	(4,389)	-	-	-	-	-	(4,389)	(8,779)	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	(2,195)	-	-	(2,195)	-	-	(2,195)	-	-	(2,195)	(8,779)	-	-	(2,348)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**(2,195)**	**-**	**-**	**(34,853)**	**-**	**-**	**(2,195)**	**-**	**-**	**(34,853)**	**(74,094)**	**-**	**-**	**(2,348)**
												-			
												-			
(228)	(223)	(737)	(228)	(223)	(737)	(228)	(223)	(737)	(228)	(223)	(737)	(4,755)	(244)	(239)	(788)
-	(9,939)	(19,878)	(19,878)	(19,878)	(9,939)	(19,878)	(19,878)	(19,878)	(9,939)	(19,878)	(9,939)	(178,901)	-	(10,528)	(21,055)
(228)	**(10,162)**	**(20,615)**	**(20,106)**	**(20,101)**	**(10,676)**	**(20,106)**	**(20,101)**	**(20,615)**	**(10,167)**	**(20,101)**	**(10,676)**	**(183,656)**	**(244)**	**(10,767)**	**(21,844)**
												-			
												-			
-	(2,563)	(5,126)	(5,126)	(5,126)	(2,563)	(5,126)	(5,126)	(5,126)	(2,563)	(5,126)	(2,563)	(46,130)	-	(2,640)	(5,279)
(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(23,775)	(285,297)	(24,488)	(24,488)	(24,488)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(1,098)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(2,295)	(26,345)	(1,131)	(2,364)	(2,364)
(24,872)	**(28,633)**	**(31,195)**	**(31,195)**	**(31,195)**	**(28,633)**	**(31,195)**	**(31,195)**	**(31,195)**	**(28,633)**	**(31,195)**	**(28,633)**	**(357,771)**	**(25,619)**	**(29,492)**	**(32,131)**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(128)	(256)	(256)	(256)	(128)	(256)	(256)	(256)	(128)	(256)	(128)	(2,307)	-	(132)	(264)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	(103)	(205)	(205)	(205)	(103)	(205)	(205)	(205)	(103)	(205)	(103)	(1,845)	-	(106)	(211)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(75)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(157)	(1,800)	(77)	(161)	(161)
-	-	-	-	-	(24,761)	-	-	-	-	-	(24,761)	(49,522)	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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)**
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
(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			
												-			
												0			
												-			
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
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**
												-			
												-			
												-			
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
												-			
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(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**

FY30 Oct-29	FY30 Nov-29	FY30 Dec-29	FY30 Jan-30	FY30 Feb-30	FY30 Mar-30	FY30 Apr-30	FY30 May-30	FY30 Jun-30	FY30 Totals	CASHFLOW ALLOCATION - FY25 Allocation Scenario Selection		Direction	F Allocation 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	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	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	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**	**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	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**	**47,696**						
									-						
897,520	**897,520**	**897,520**	**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)	(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 A	(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%	10%	9%
-	-	-	-	-	-	-	-	-	-	1	12-month flat		(1)	8%	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**								

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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%
9%	9%	9%	9%	9%	9%	9%	9%	9%
0%	0%	0%	0%	0%	0%	0%	0%	100%
9%	9%	9%	9%	9%	9%	9%	9%	0%
0%	0%	0%	0%	0%	0%	25%	25%	50%
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%
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%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	0%	0%	0%	0%	0%	0%	0%	100%
8%	8%	8%	8%	8%	8%	8%	8%	8%
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%
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%
9%	9%	9%	9%	9%	9%	9%	9%	9%
0%	0%	0%	0%	0%	0%	0%	0%	0%
9%	9%	9%	9%	9%	9%	9%	9%	9%

0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%
9%	9%	9%	9%	9%	9%	9%	9%	9%
0%	0%	0%	0%	0%	0%	0%	0%	0%
0%	0%	0%	0%	0%	0%	0%	0%	0%
5%	5%	5%	11%	11%	11%	11%	11%	11%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	0%	0%	0%	0%	0%	0%	0%	0%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	50%	0%	0%	0%	0%	0%	50%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
11%	11%	6%	11%	11%	11%	6%	11%	6%
11%	11%	6%	11%	11%	11%	6%	11%	6%
4%	4%	4%	13%	13%	13%	13%	13%	13%
4%	4%	4%	13%	13%	13%	13%	13%	13%
4%	4%	4%	13%	13%	13%	13%	13%	13%
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%

0%	0%	25%	0%	0%	25%	0%	0%	25%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	25%	0%	0%	25%	0%	0%	25%
11%	11%	6%	11%	11%	11%	6%	11%	6%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	25%	0%	0%	25%	0%	0%	25%
0%	0%	43%	0%	0%	0%	0%	0%	0%
0%	0%	25%	0%	0%	25%	0%	0%	25%
0%	0%	25%	0%	0%	25%	0%	0%	25%
0%	0%	50%	0%	0%	0%	0%	0%	50%
9%	9%	9%	9%	9%	9%	9%	9%	9%

5%	5%	16%	5%	5%	16%	5%	5%	16%
11%	11%	6%	11%	11%	11%	6%	11%	6%

11%	11%	6%	11%	11%	11%	6%	11%	6%
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%

0%	0%	25%	0%	0%	25%	0%	0%	25%
11%	11%	6%	11%	11%	11%	6%	11%	6%
0%	0%	50%	0%	0%	0%	0%	0%	50%
0%	0%	25%	0%	0%	25%	0%	0%	25%
0%	0%	25%	0%	0%	25%	0%	0%	25%
11%	11%	6%	11%	11%	11%	6%	11%	6%
0%	0%	0%	0%	0%	0%	0%	0%	0%
9%	9%	9%	9%	9%	9%	9%	9%	9%
0%	0%	25%	0%	0%	25%	0%	0%	25%
0%	0%	50%	0%	0%	0%	0%	0%	50%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	0%	25%	0%	0%	25%	0%	0%	25%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	0%	50%	0%	0%	0%	0%	0%	50%
9%	9%	9%	9%	9%	9%	9%	9%	9%

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%
8%	8%	8%	8%	8%	8%	8%	8%	8%

0%	0%	0%	17%	17%	17%	17%	17%	17%
0%	0%	0%	20%	20%	20%	10%	20%	10%
0%	0%	0%	20%	20%	20%	10%	20%	10%

19%	19%	19%	2%	2%	2%	2%	2%	2%
18%	18%	18%	3%	3%	3%	3%	3%	3%
8%	8%	8%	8%	8%	8%	8%	8%	8%
7%	7%	7%	7%	7%	7%	7%	7%	7%
8%	8%	8%	8%	8%	8%	8%	8%	8%
0%	42%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%

2%	2%	2%	14%	14%	14%	14%	14%	14%
2%	2%	2%	15%	15%	15%	15%	15%	15%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%
4%	30%	4%	4%	4%	30%	4%	4%	4%
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%
0%	0%	0%	0%	0%	0%	0%	0%	0%

9%	9%	9%	9%	9%	9%	9%	9%	9%
8%	8%	8%	8%	8%	8%	8%	8%	8%
16%	16%	16%	5%	5%	5%	5%	5%	5%
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%	5%
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%
9%	9%	9%	9%	9%	9%	9%	9%	9%
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%
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%
8%	8%	8%	8%	8%	8%	8%	8%	8%
8%	8%	8%	8%	8%	8%	8%	8%	8%

5-Year Forecast

Ánimo City of Champions

031 CHA

	ACCT	Account	FY25	FY26	FY27	FY28	FY29	FY30	Per Student and Employee Ratios 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	-						-	-	-	-	-	-
0.17	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 Reve	-	-	-	-	-	-	-	-	-	-	-	-
	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	-	-	-	-	-	-	-	-	-	-	-	-
	Federal	**279,571**	**354,442**	**390,002**	**233,628**	**259,933**	**265,974**	1,010	1,181	1,092	578	590	601
COVID Funding													
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	-	-	-	-	-	-	-	-	-	-	-	-
	COVID Funding	**273**	**-**	**-**	**-**	**-**	**-**	1	-	-	-	-	-
Other State													
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 Gra	92,359	42,197	-	-	-	-	334	141	-	-	-	-
8590-6770	Arts and Music in Schools (AMS)-Funding Guarantee and Ac	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 Pa	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 Re	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	-	-	-	-	-	-	-	-	-	-	-	-
	Other	**-**	**-**	**-**	**-**	**-**	**-**	-	-	-	-	-	-
Intercompany													
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	-	-	-	-	-	-	-	-	-	-	-	-
	Intercompany	**68,862**	**425,000**	**-**	**-**	**-**	**-**	249	1,416	-	-	-	-
Food Nutrition													
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 8	-	-	-	-	-	-	-	-	-	-	-	-
	Food Nutrition	**125,926**	**139,361**	**169,071**	**195,195**	**217,173**	**222,219**	455	464	474	483	493	503
Fundraising													
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
	Fundraising	**32,000**	**32,640**	**36,622**	**40,750**	**45,029**	**47,696**	**116**	**109**	**103**	**101**	**102**	**108**
	Total Revenues	**6,592,397**	**7,231,599**	**8,047,289**	**9,080,276**	**9,923,486**	**10,199,598**	**23,827**	**24,090**	**22,538**	**22,468**	**22,511**	**23,064**
EXPENDITURES													
Certificated Salaries													
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

	Certificated Salaries	**2,512,223**	**2,587,590**	**2,861,810**	**3,259,821**	**3,566,181**	**3,780,578**	**75,788**	**78,062**	**81,422**	**85,911**	**91,572**	**94,647**
	Certificated Stipends and Bonuses	**50,640**	**52,159**	**59,096**	**66,403**	**74,094**	**79,253**	**1,528**	**1,574**	**1,681**	**1,750**	**1,903**	**1,984**
	Substitute Services	**130,386**	**133,026**	**149,292**	**166,163**	**183,656**	**194,584**	**3,933**	**4,013**	**4,248**	**4,379**	**4,716**	**4,871**
Classified Salaries													
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
	Classified Salaries	**381,246**	**392,683**	**404,464**	**416,598**	**357,771**	**368,505**	**11,501**	**11,846**	**11,507**	**10,979**	**9,187**	**9,226**
Classified Stipends and Bonuses													
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 Bonsues	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-
	Classified Stipends and Bonuses	**49,698**	**51,189**	**52,724**	**54,306**	**55,474**	**57,138**	**1,499**	**1,544**	**1,500**	**1,431**	**1,424**	**1,430**
Summer School/Bridge													
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	-	-	-	-	-	-	-	-	-	-	-	-
	Summer School/Bridge	**17,880**	**18,416**	**20,560**	**22,816**	**25,189**	**26,814**	**539**	**556**	**585**	**601**	**647**	**671**
Certificated & Classified Benefits													
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	-	-	-	-	-	-	-	-	-	-	-	-

9440-00-S	Interest Expense: Building under lease contract	-	-	-	-	-	-	-	-	-	-	-	-
9441-00-S	Depreciation: Buildings under lease contracts	-	-	-	-	-	-	-	-	-	-	-	-
9444-38-S	Rental: Building under lease contract	-	-	-	-	-	-	-	-	-	-	-	-
9444-6900	Depreciation: Buildings under lease contracts	-	-	-	-	-	-	-	-	-	-	-	-
7430	Amortizaton Expense - ROU Asset	-	-	-	-	-	-	-	-	-	-	-	-
7437	Debt Service - Interest (Debt Issue Cost Amortization)	-	-	-	-	-	-	-	-	-	-	-	-
7438	Debt Service - Interest	-	176,000	169,552	162,976	156,269	156,269	-	530	437	375	330	329
7438-Ab	State Aid - Current Year	-	-	-	-	-	-	-	-	-	-	-	-
7439	TP: Debt Service - Interest	-	-	-	-	-	-	-	-	-	-	-	-
	Non-Discretionary Expenses	**111,013**	**903,887**	**923,865**	**940,220**	**953,798**	**954,073**	363	2,722	2,384	2,166	2,014	2,009
Intercompany Expenses													
5830	Related Party Shared Service Expense	-	-	-	-	-	-	-	-	-	-	-	-
5830-AA	Intercompany - Donated Services Expense	-	-	-	-	-	-	-	-	-	-	-	-
5832-AA	Intracompany - Grant Expenses	-	-	-	-	-	-	-	-	-	-	-	-
5832-AB	Intercompany - Grant Expenses	-	-	-	-	-	-	-	-	-	-	-	-
5831	Related Party Donated Services	-	-	-	-	-	-	-	-	-	-	-	-
5832	Related Party Additional Services	-	-	-	-	-	-	-	-	-	-	-	-
5833	Related Party Grant	-	-	-	-	-	-	-	-	-	-	-	-
5833-AA	Student Transportation, Events	-	-	-	-	-	-	-	-	-	-	-	-
	Intercompany Expenses	**-**	**-**	**-**	**-**	**-**	**-**	-	-	-	-	-	-
	Total Operating Costs	**2,469,846**	**2,951,306**	**3,330,095**	**3,677,222**	**3,944,894**	**3,870,169**	**8,071**	**8,889**	**8,592**	**8,471**	**8,331**	**8,148**
	Net Income	**(0)**	**19,199**	**33,860**	**127,791**	**330,713**	**349,058**	**(0)**	**58**	**87**	**294**	**698**	**735**

Assumptions and Information

Net Assets	**722,506**	**741,705**	**775,565**	**903,357**	**1,234,070**	**1,583,129**
Net Assets	**11%**	**10%**	**10%**	**10%**	**13%**	**16%**

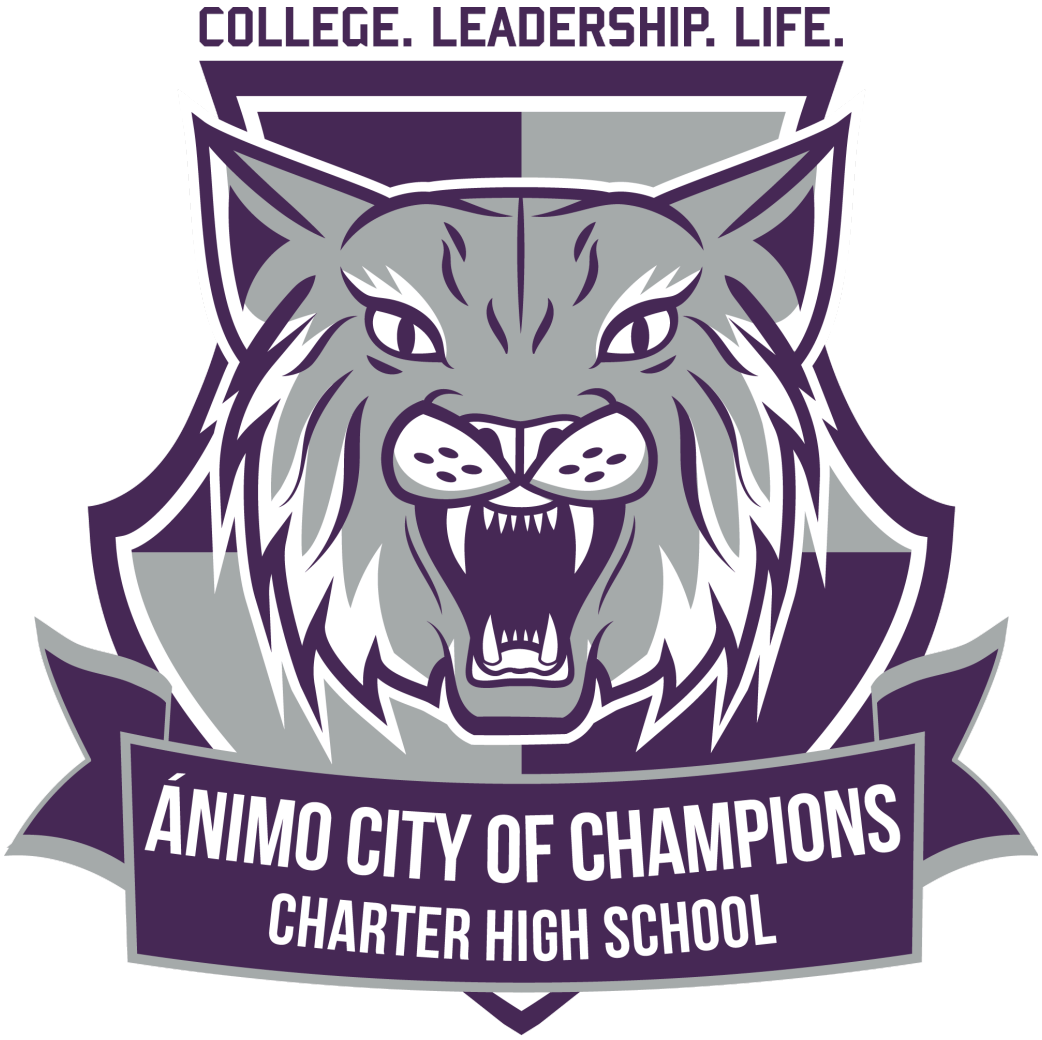
Grades	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**	**FY30**
6th Grade	-	-	-	-	-	-
7th Grade	-	-	-	-	-	-
8th Grade	-	-	-	-	-	-
9th Grade	100	115	130	135	135	130
10th Grade	73	86	113	127	132	125
11th Grade	57	76	79	103	116	120
12th Grade	76	55	66	69	90	100
Enrollment	306	332	388	434	473	475
Intra Year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

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**

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

Table of Contents

Affirmations and Declaration....3
Element 1: The Educational Program....6
Element 2: Measureable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured....99~~96~~
Element 4: Governance....121~~117~~
Element 5: Employee Qualifications....131~~127~~
Element 6: Health and Safety Procedures....143~~139~~
Element 7: Means to Achieve Student Population Balance....151~~144~~
Element 8: Admissions Policies and Procedures....153~~146~~
Element 9: Annual Financial Audits....157~~150~~
Element 10: Suspension and Expulsion Procedures....160~~153~~
Element 11: Employee Retirement Systems....171~~163~~
Element 12: Public School Attendance Alternatives....172~~164~~
Element 13: Employee Return Rights....173~~165~~
Element 14: Dispute Resolution....174~~166~~
Element 15: Closure Procedures....176~~168~~
Additional Provisions....178~~170~~
Funding Model – Directly Funded....182~~174~~

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~~ parent~~s~~ 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."

GENERAL INFORMATION	
1) The contact person for Charter School is:	Cen'Cere Cooks
2) The contact address for Charter School is:	9330 South 8th Avenue Inglewood, CA 90305 until construction on Permanent Facility is complete **Permanent Facility:** 3405 West Imperial Highway, 90303 (anticipated move during the 2025-26 school year)
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:	**Proposed Address:** 3405 West Imperial Highway, Inglewood, CA 90303 **Proposed Zip Codes:** 90301 - 90312 (Inglewood)
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).	475 ~~650~~
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, extended by operation of law to June 30, 2028

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.

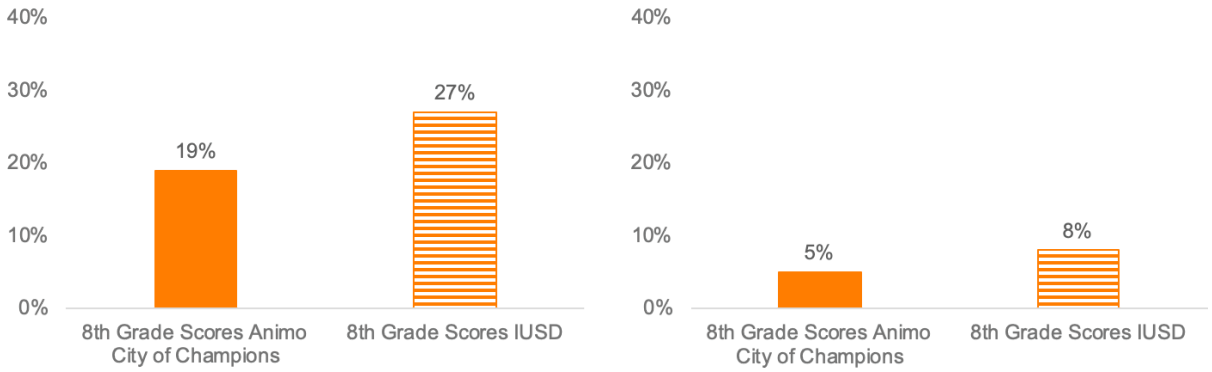
Working with Unions to Drive Change
As part of a comprehensive strategy to drive change and to attract and retain high quality teachers, Green Dot has developed a uniquely collaborative relationship with its certificated employee union. Teachers at Green Dot's schools have organized as the Asociación 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 9th grade and grew to serve students in 9th through 11th grades in 2019-20, adding one grade level until the school reaches full scale in 2020-21 serving students in 9th through 12th grades. As such, data is only available for students who completed 9th and 10th 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.

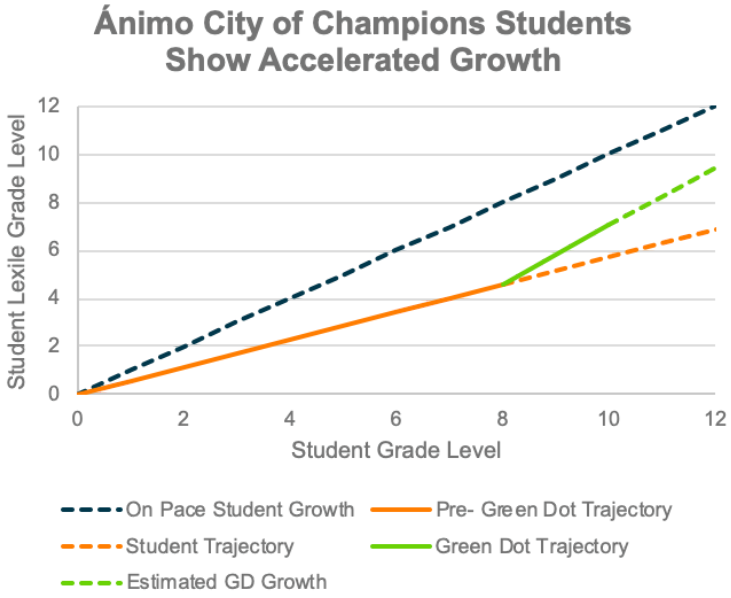
Ánimo City of Champions serves a particularly challenged part of the Inglewood community. 82% of students qualify for free- or reduced-price lunch, with 65% of students qualifying for free lunch. Furthermore, students are entering behind the Inglewood Unified School District average in English Language 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 9th grade at 5th and 6th grade levels in ELA and Math, respectively.

2018-19 8th Grade (Incoming) SBAC ELA - % Met or Exceeded

2018-19 8th Grade (Incoming) SBAC Math - % Met or Exceeded

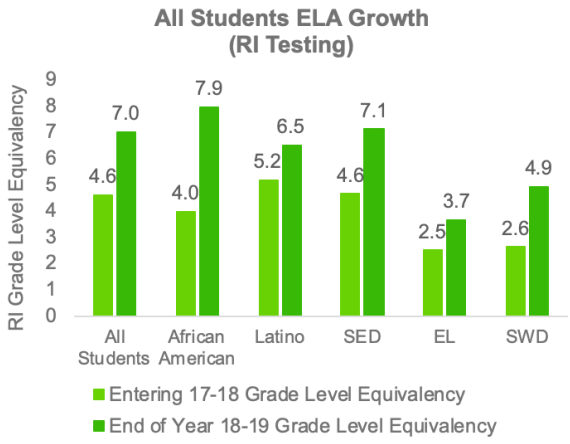


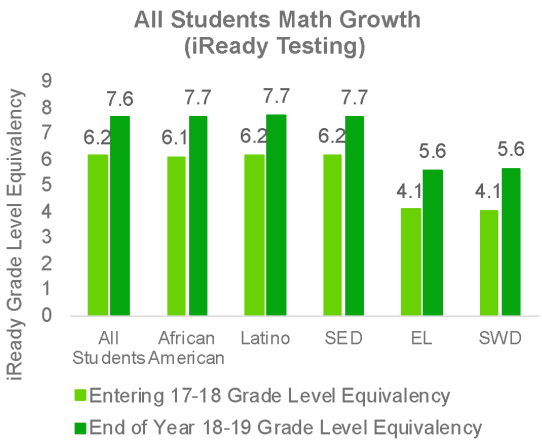
Despite this, students at Ánimo City of Champions have grown significantly in both ELA and Math. Before arriving at Ánimo City of Champions, students were growing approximately 0.6 grade levels per year in literacy. Ánimo City of Champions has accelerated students' learning and nearly doubled the rate 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.



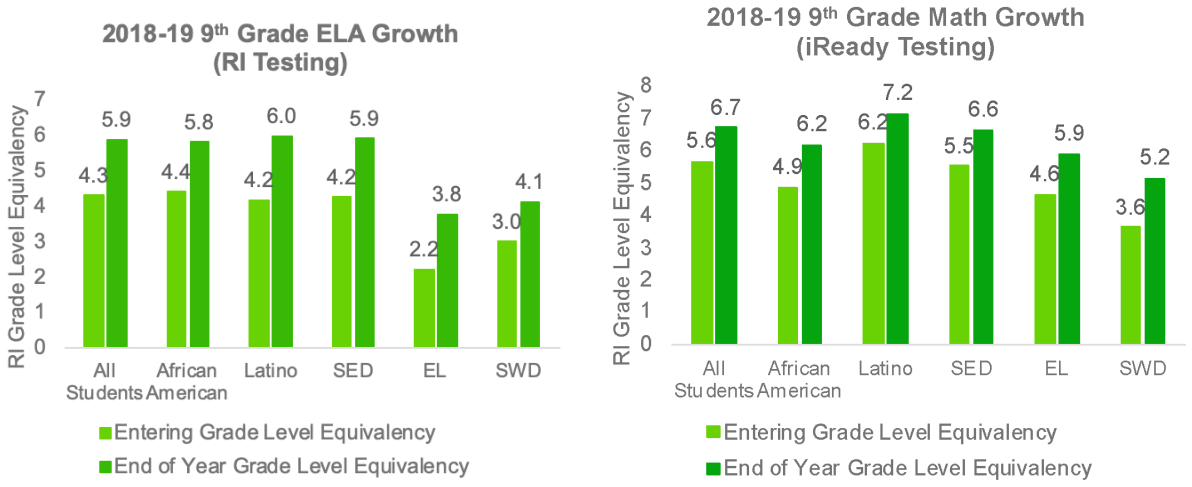
Ánimo City of Champions monitors its student performance across all student groups, with the largest growth evidenced among African American students and Students with Disabilities. This is particularly significant given the correlation between Reading Inventory, i-Ready and CAASPP results.

2017-18 Cohort Results, Literacy and Math

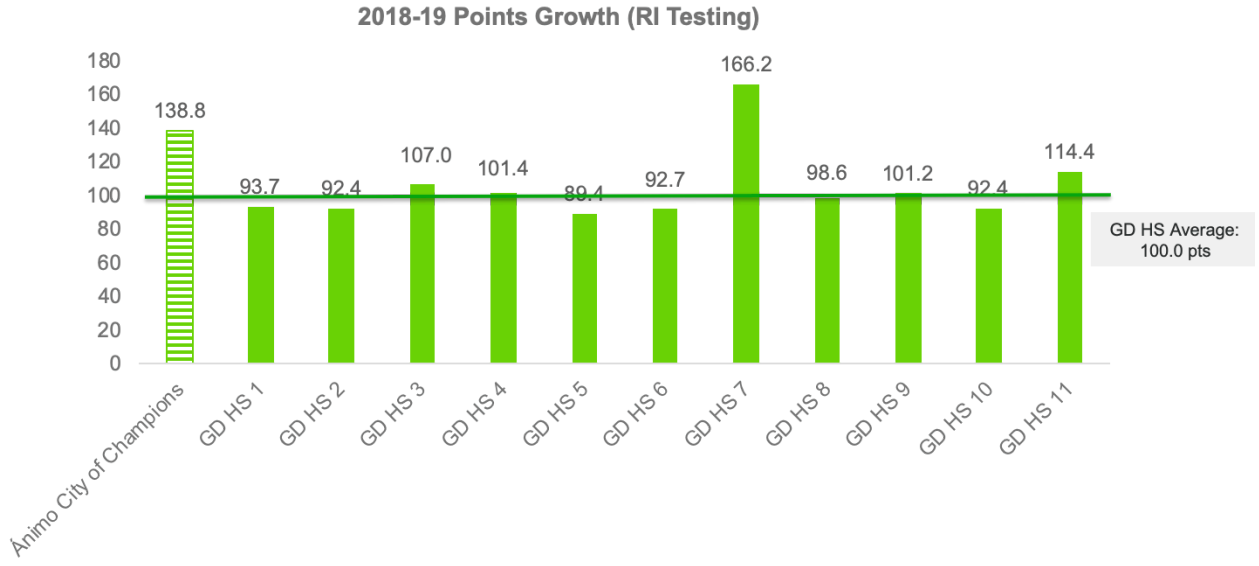

All Students ELA Growth
(RI Testing)
RI Grade Level Equivalency
0
1
2
3
4
5
6
7
8
9
4.6
7.0
4.0
7.9
5.2
6.5
4.6
7.1
2.5
3.7
2.6
4.9
All Students
African American
Latino
SED
EL
SWD
Entering 17-18 Grade Level Equivalency
End of Year 18-19 Grade Level Equivalency

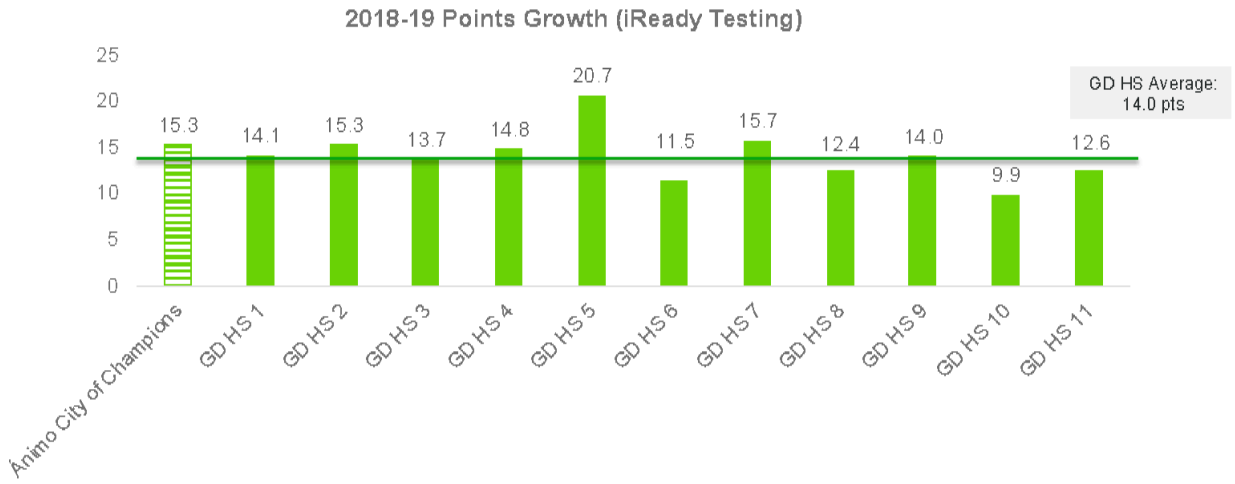

All Students Math Growth
(iReady Testing)
iReady Grade Level Equivalency
0
1
2
3
4
5
6
7
8
9
6.2
7.6
6.1
7.7
6.2
7.7
6.2
7.7
4.1
5.6
4.1
5.6
All Students
African American
Latino
SED
EL
SWD
Entering 17-18 Grade Level Equivalency
End of Year 18-19 Grade Level Equivalency

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

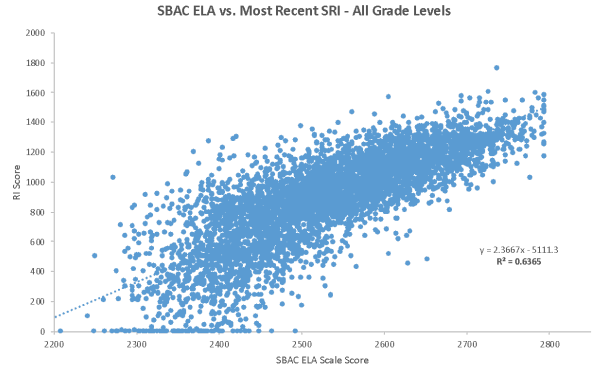
School Year	Grade Level	First Relative Placement	iReady Typical Scale Score Growth	Animo City of Champions Scale Score Growth (Average)
2017-2018	**9**	on level early	9	*
		1 below	9	*
		2 below	10	11.3
		3+ below	12	17.9
	9 Total		**11**	**15.8**
2017-2018 Total			**11**	**15.8**
2018-2019	**9**	on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

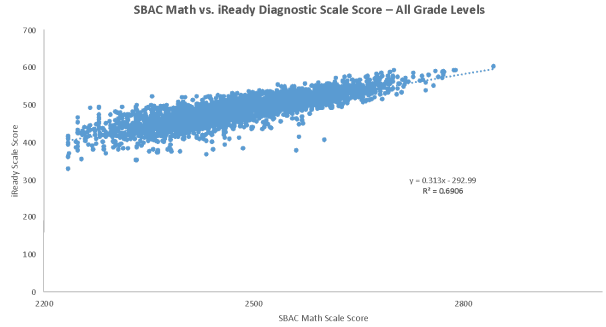
*Sample size below 10 students not included

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

Mathematics Typical Growth										
Fall Diagnostic Placement Level	**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

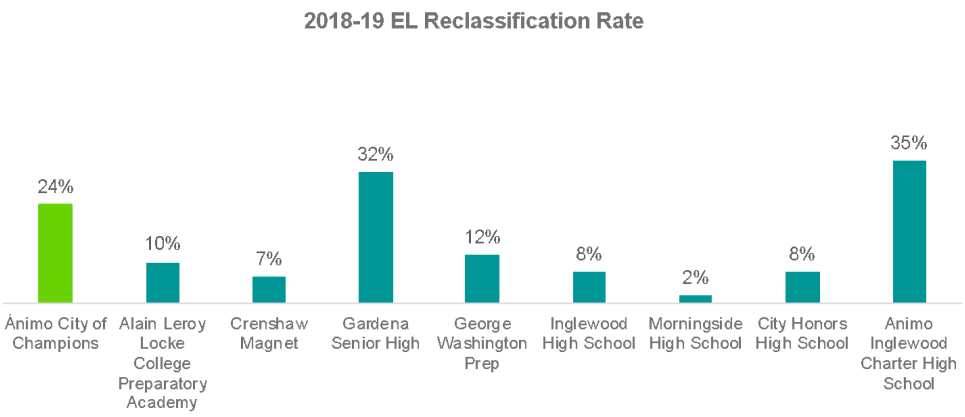
Lastly, the validity of Reading Inventory and i-Ready data is further reinforced through a regression analysis showing the correlation between CAASPP and Reading Inventory and i-Ready, respectively. An analysis based on thousands of pieces of data from both assessments across multiple grade levels show 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.[1]

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



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

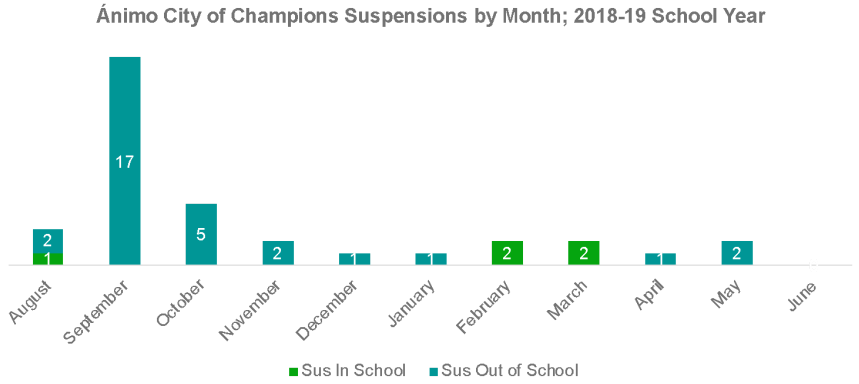
- Ánimo City of Champions celebrates tremendous growth in English Language Arts, with students doubling their rate of growth from 0.6 grade levels per year to 1.2 grade levels per year.
- Ánimo City of Champions exceeded the Green Dot network average in literacy and math growth on Reading Inventory and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



- 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. [2] Additionally, Green Dot partners with the Male Success Alliance to support male students of color in their journey to college. [3]
- For students with social-emotional needs, integrated wraparound services to help address social and non-academic barriers to student learning including small group counseling and individual student counseling
- For all students, proactive and positive student behavior management, including various alternatives to suspension
- For advanced students, enrichment opportunities including Honors, Advanced Placement classes and additional elective courses
- For all students, opportunities for students to explore student leadership and other interests through participation in elective courses, student government, after-school programs and clubs
- In collaboration with 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%
Comparison Schools						
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%

[2] See a Man, Be a Man: http://www.famlisoul.org/about-us.html
[3] 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)

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

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
Total	**332**	**388**	**434**	**473**	**475**

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 21st 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.

Goal #1: Ánimo City of Champions Students will be College-Directed Learners	**Goal #2: Ánimo City of Champions Students will be Cultural Learners**
• Able to think critically and analytically to understand complex concepts across the curriculum	• Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to

• Prepared for high school curriculum meeting A-G requirements • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways	understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
Goal #3: Ánimo City of Champions Students will be Innovative Leaders • Able to model ethical behavior through involvement in school functions, clubs and • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations • Informed participants in the democratic process	**Goal #4: Ánimo City of Champions Students will be Life-Long Learners** • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

Means to Achieve Mission and Vision: How Learning Best Occurs
Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds will be a cornerstone of the school. To ensure that students will receive the personalized attention they need, 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.
  - Key practices:
    - Provide special intervention courses based on specific needs of student population
    - Provide tiered support for all students through our Multi-Tiered System of Supports
    - Invest in Clinical Services to support retention and success of students facing challenges
    - Provide enrichment courses for high achieving and gifted students
- **Passion for Excellence**: Strive for excellence in all endeavors. Challenges can be overcome through commitment and passion.
  - Key practices:
    - Use technology and assessment platforms to give teachers and principals real-time access to data

        - Focus on Key Results: Administrators regularly review student performance data with peers and supervisors, and receive feedback on strengths and areas of improvement
        - Structure peer observations among teachers and maintain open door policy
- **Personal Responsibility**: Take responsibility and initiative in our lives and encourage accountability for our actions.
    - Key practices:
        - Demonstrate personal integrity and high individual accountability
- **Respect for Others and the Community**: Respect others in our daily interactions and be positive impacts on our communities.
    - Key practices:
        - Foster collaboration with others
        - Promote a positive school culture
        - Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
        - Cultivate the school's mission, vision and core values
        - Build effective community partnerships and external relations
- **All Stakeholders are Critical in the Education Process**: Young adults will receive the best education ~~edcuation~~ when all stakeholders participate in the education process.
    - Key practices:
        - Provide opportunities for stakeholders to participate in the School Advisory Council
        - Host parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness
        - Ongoing satisfaction surveys to assess stakeholders opinions and areas of improvement for the school

Green Dot's Theory of Change:

- **Firm Commitment to Serve All Students**: Green Dot is committed to serving the needs of every student, no matter their background. Green Dot schools are located in communities of highest need, where for many diverse reasons, students are often falling behind and at risk of dropping out. Our schools are located in the following communities: 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.
    - Madeline Hunter developed the teacher "decision-making model" for planning instruction known as Instructional Theory in Practice ("ITIP"). This approach to teaching uses Direct Instruction ("DI") as the framework for planning. DI refers to a rigorously developed, highly scripted method that is fast-paced and provides constant interaction with students.
- **Assessment and Learning**: Based on Understanding by Design: Backwards Design by Jay McTighe and Grant Wiggins.
    - The emphasis of Understanding by Design ("UbD") is on "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes. The backward design approach is developed in three stages. Stage 1 starts with educators identifying the desired results of their students by establishing the overall goal of the lessons by using content standards, common core or state standards. Stage 2 focuses on evidence of learning by assessment. Teachers plan performance tasks and evidence of understanding. Performance tasks determine what the students will demonstrate in the unit and what evidence will prove their understanding. This can include self-reflections and self-assessments on learning. Lastly, Stage 3 lists the learning activities that will lead students to the desired results.
- **Instructional Techniques**: Based on Teach Like a Champion by Doug Lemov.
    - Teach Like a Champion offers effective teaching techniques to help teachers become champions in the classroom. Additional details provided in the section entitled "Instructional Design, Methods and Strategies."
- **Classroom Environment**: Based on "Safe and Civil Schools" by Randy Sprick.

- Green Dot developed a School Culture Team based on the Safe & Civil program, which provides high-quality programs and staff development services to help educators create proactive and positive behavior management strategies in schools. These sessions include school walk-throughs with Green Dot School Culture specialists to observe discipline and school culture. Findings from these sessions are compiled to create school-specific professional development for teachers and the necessary supports to create an environment where students can learn and where teachers can teach.

- **Culturally Responsive Pedagogy**
  - Green Dot Public Schools believes that culturally responsive pedagogy can increase student engagement, provide access to content, and as a result, bolster feelings of confidence and understanding in students. Green Dot's Education team is currently analyzing the works of experts in the education field to refine our approach to Culturally Relevant Pedagogy and align our teacher supports to research driven best practices. School leaders and teacher leaders have read Zaretta Hammond's Culturally Responsive Teaching and the Brain and use her Ready for Rigor framework to work towards a culturally responsive classroom experience for all students.

It is required that all Ánimo 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

9th Grade	10th Grade	11th Grade	12th Grade
• English* • Algebra I* • Physics* • Math Support† / Geometry* • Physical Education† • Composition / Read 180† • Curriculum Skills†	• English* • Geometry* / Integrated Math* • Biology* • World History* / AP World History* • Spanish I* or Native Speakers I* • Art*	• American Literature* / AP Literature* • Algebra II* / Trigonometry* / Pre-calculus* • Chemistry* • U.S. History* / AP U.S. History* • Spanish II* or Native Speakers II* • Geometry* / Algebra II* / Trigonometry* / Pre-calculus* • SAT Prep†	• World Literature* / AP Language* • Trigonometry* / Pre-calculus* / Calculus* • Anatomy and Physiology* / AP Chemistry* • Government* / Economics* • Drama* • English Reading and Writing Course (ERWC) † / Journalism† • Career and College Readiness†

** 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
History/Social Science, History/Social Science Honors, and Advanced Placement Courses			
AP Human Geography A/B	9	YEAR	uca, a, cg

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

AP HUMAN GEOGRAPHY A
AP HUMAN GEOGRAPHY A

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

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

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

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

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

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

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

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

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

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

English

The English curriculum is a well-balanced rigorous program based 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
English, English Honors, and Advanced Placement Courses			
AP English Language and Composition A/B	11-12	YEAR	ucb, b, cg
AP English Literature and Composition A/B	11-12	YEAR	ucb, b, cg
CSU Expository Reading and Writing Course A/B	12	YEAR	ucb, b, cg
English 9 A/B	9	YEAR	ucb, b, cg
English 9 Honors A/B *	9	YEAR	ucb, b ,cg
SH English 9 A/B	9	YEAR	ucb, b, cg
English 10 A/B	10	YEAR	ucb, b, cg
English 10 A/B Honors	10	YEAR	ucb, b, cg
SH English 10 A/B	10	YEAR	ucb, b, cg
English 11 A/B: American Literature	11	YEAR	ucb, b, cg
English 11 A/B Honors: American Literature	11	YEAR	ucb, b, cg
SH English 11 A/B	11	YEAR	ucb, b, cg
English 12 A/B	12	YEAR	ucb, b, cg
SH English 12 A/B	12	YEAR	ucb, b, cg
World Literature A/B	11-12	YEAR	ucb, b, cg
World Literature Honors A/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

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

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

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

UC APPROVED (ucb, b, cg) *No UC Honors Designation
English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills and compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be writing in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as ELA 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the California State Standards.

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

UC APPROVED (ucb, b, cg)
The English 10 course is a continuation of the literary analysis that is developed in the ninth grade. Students read a variety of texts including novels, short stories, poetry, plays, and informational 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 10th 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 10th 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

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

ENGLISH 11 A

SH ENGLISH 11 A
ENGLISH 11 B
SH ENGLISH 11 B

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

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

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

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

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

WORLD LITERATURE HONORS A
WORLD LITERATURE HONORS B

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

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

Newcomer English Language Development

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
ELD Courses				
ELD 1 A	9 – 12	SEMESTER	g,cg	YES
ELD 1 B	9 – 12	SEMESTER	g,cg	YES
ELD 2 A	9 – 12	SEMESTER	g,cg	YES
ELD 2 B	9 – 12	SEMESTER	g,cg	YES
ELD 3	9 – 12	SEMESTER	ucb, b, cg	YES

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 (ucb, 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 ≥ 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
Mathematics, Mathematics Honors, and Advanced Placement Courses			
AP Calculus AB A/B	**12**	**YEAR**	**ucc, c, cg**
AP Statistics A/B	**11-12**	**YEAR**	**ucc, c, cg**
Algebra 1 A/B	**9**	**YEAR**	**ucc, c, cg**
Algebra 1 Honors A/B*	**9**	**YEAR**	**ucc, c, cg**
Algebra 2 A/B	**10-12**	**YEAR**	**ucc, c, cg**
Algebra 2 Honors A/B	**10-12**	**YEAR**	**ucc, c, cg**

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

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

AP CALCULUS AB A
AP CALCULUS AB B

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Laboratory Science

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

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

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics at Ánimo 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 Ánimo City of Champions ~~Champoins~~, 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 Ánimo 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
Science, Science Honors, and Advanced Placement Courses			
AP Biology A/B	11-12	YEAR	ucd, d, cg
AP Chemistry A/B	11-12	YEAR	ucd, d, cg
AP Environmental Science	11-12	YEAR	ucd,d,cg
AP Physics A/B	9-12	YEAR	ucd,d,cg
Anatomy and Physiology A/B	9-12	YEAR	ucd, d, cg
Biology of the Living Earth A/B	9-12	YEAR	ucd, d, cg
Biology Honors A/B	9-10	YEAR	ucd, d, cg
Chemistry in the Earth System A/B	10-12	YEAR	ucd, d, cg
Chemistry Honors A/B	10-11	YEAR	ucd, d, cg
Physics in the Universe A/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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Visual Art A/B	9-12	YEAR	ucf, f, cg

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

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

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 Deveare 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

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

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

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

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

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

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

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

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

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

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

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

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 be 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

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

ACADEMIC ENGLISH ESSENTIALS A
ACADEMIC ENGLISH ESSENTIALS B

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

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

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

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

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

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

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

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

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

UC APPROVED (ucg, g, cg)
During the second semester students will familiarize themselves with basic economic terms, concepts, and reasoning. They will examine the principles and characteristics of U.S. capitalism and analyze its market economy in a global setting. Students will analyze and debate the extent of government involvement in the U.S. economy. Special attention will be paid to an analysis of the U.S. labor market in a global setting, aggregate behavior of the U.S. economy, and how the U.S. affects, and is affected by, the global economy. Throughout the semester students will utilize the tools from other subject areas to interpret and analyze data.
The honors section will study the same content, but will be required to read additional texts. For example, students in the honors section will read excerpts from Freakanomics, The Communist Manifesto, Black Awakening in Capitalist America, and Confessions of An Economic Hitman, among others. Furthermore,

their unit and final exams will be more rigorous, inclusive of an additional writing prompt, data analysis, and more multiple-choice and identification questions. The honors section will also write weekly timed essays in response to a text.

ENGINEERING AND ROBOTICS A
ENGINEERING AND ROBOTICS B

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

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

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 write – 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
English Language Arts			
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
Study Skills/ Organization			
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
Advisory			
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 Ánimo are tested using the Scholastic Reading Inventory assessment upon entering school. Any students reading below a lexile level of 1000 are considered below high school proficiency in reading and are put into the program.

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

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

LITERACY INTERVENTION 1A
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)

COMPOSITION A
COMPOSITION B

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

MATH

MATH SUPPORT 1 A
MATH SUPPORT 1 B

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

STUDY SKILLS / ORGANIZATION

CURRICULUM SKILLS A
CURRICULUM SKILLS B
ELD CURRICULUM SKILLS A
ELD CURRICULUM SKILLS B
*** Note: other course numbers are available for other credit numbers**

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

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

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

ACADEMIC SUCCESS A
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 thought the use of strategic and targeted interventions so that the student can develop skills and progress in the general education curriculum and meet Individual Education Program Goals. The class will also support students with meeting the requirements of other courses they are enrolled in by providing time and individual and small group re-teaching.

COLLEGE AND CAREER READINESS

SENIOR SEMINAR A
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.

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

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.

ADVISORY

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.**

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

Special Education

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

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

Social Science/History Community A	11-12	5	Social Sci Com A
Social Science/History Community A	11-12	5	Social Sci Com B
Social Science/ History Consumer A	11-12	5	Social Sci Con A
Social Science/ History Consumer B	11-12	5	Social Sci Con B
Practical Science A	9-10	5	Pract Sci A
Practical Science B	9-10	5	Pract Sci B
Community Science A	9-10	5	Comm Sci A
Community Science B	9-10	5	Comm Sci B

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

PRACTICAL ENGLISH A
PRACTICAL ENGLISH B

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

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

APPLIED ENGLISH A
APPLIED ENGLISH B

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

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

COMMUNITY ENGLISH A
COMMUNITY ENGLISH B

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

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

individual pace.

COMMUNITY RESOURCES A
COMMUNITY RESOURCES B

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

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

PRACTICAL MATH A
PRACTICAL MATH B

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

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

CONSUMER MATH A
CONSUMER MATH B

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

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

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

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 ~~PRACICAL~~ SCIENCE A
PRACTICAL ~~PRACITAL~~ SCIENCE B

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

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

COMMUNITY SCIENCE A
COMMUNITY SCIENCE B

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

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

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

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

Textbooks

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

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

standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility.

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

Green Dot's approved 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.

SY2019-20: Green Dot High School Textbooks and Instructional Materials	
ELA	● My Perspectives ● Recommended Grade-level Novels (e.g., *House on Mango Street, Romeo & Juliet, Macbeth, Night, A Raisin in the Sun, The Great Gatsby, Brave New World, Hamlet*) ● Literature & Composition (Bedford/St. Martins)
ELD	● Edge: Inside the USA Fundamentals ● Edge: Level 2 ● Core ELA Pearson MyPerspectives Curriculum with Sheltered Adaptations ● Imagine Learning ● Read 180/ System 44 Materials: L Book ● Kate Kinsella Academic Vocabulary Toolkit ● English 3D
Math	● Algebra 1 Illustrative ● Algebra 2 Illustrative ● Geometry Illustrative ● Glencoe Pre-Calculus: Graphs and Models ● Algebra and Trigonometry (Coburn) ● Calculus: Early Transcendental Functions – AP (Glencoe) ● Calculus: Late Transcendental Functions (Glencoe) ● Calculus, AP Edition, 9th Edition, Larson/Edwards
Science	● Glencoe Science: Biology, CA Edition ● Glencoe Science: Chemistry Matter and Change, CA Edition ● Glencoe Science: Principles and Problems, CA Edition ● CPO Physics ● Biology with Mastering Biology (Pearson) ● Chemistry the Central Science (Prentice Hall)
History	● AMSCO World History: Preparing for the Advanced Placement Examination ● Bentley, Traditions & Encounters: A Global Perspective on the Past ● Brinkley, American History: Connecting with the Past ● World Civilizations: Sources, Images and Interpretations ● United States History: Preparing for the Advanced Placement Examination 2015 ● AP American Pageant 16th Edition ● AP History Green ● Economics: Today and Tomorrow ● Economics: Principle ● United States Government: Democracy in Action ● Government in America People Politics and Policy ● American Government: Readings and Cases

	● AP Government
Spanish	● Sendas 1 (Prentice Hall) ● Sendas 2 (Prentice Hall) ● Realidades 1 (Prentice Hall) ● Realidades 2 (Prentice Hall) ● Realidades 3 (Prentice Hall) ● Abriendo Paso: Gramatica/ 2. Abriendo Paso: Lectura /3. AP Spanish: Preparing for the Language Examination (Prentice Hall) ● AP Spanish: Preparing for the Language Examination (Prentice Hall) ● Temas AP Spanish Language and Culture
Instructional Materials	Instructional materials for the courses above includes, but are not limited to: ● Novels ● Articles ● Primary source documents ● Textbooks ● Student Workbooks ● Manipulatives ● Video and audio recordings relevant to the curriculum ● Technology software

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

Academic Support and Intervention
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 9th 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 9th graders in an elective class. Students take the 9th 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.
- *9th 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.
- *10th 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 tacking their A-G and graduation status. Students also begin college exploration, including the structures of the SAT/ ACT exams which they will being targeted prep for in the 11th grade.
- *11th 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.
- *12th 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 5th year students to complete graduation requirements and a credit recovery plan (with multiple pathways and options) offered to credit deficit students. All core courses and Spanish (if necessary) are offered. Students meet frequently with their counselors (minimum of one meeting per year) to review grades and progress towards graduation. A credit recovery plan may be drafted as early as the 10th grade year or when needed for each individual student. A meeting with the student may be followed up with a parent meeting or contact with parents via phone.
- *English Learners*: Designated and Integrated ELD classes are provided for all English Learner students. Designated ELD instruction is driven by the CA ELD standards and these classes provide targeted language instruction with an aim to improve the English listening, speaking, reading and writing skills of English Learner students. Integrated ELD utilizes content standards and CA ELD Standards in tandem to support English Learner students in acquiring the language of each content area.
- *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 Fitzell), Engaging Students Through Block Scheduling (Louis Mangione), Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas (Kate Kinsella) among many others. This research will allow 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 21st century. It is also used as a critical tool for

gathering data for school management. At each of its schools, Green Dot invests in technology in the following areas:

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

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

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

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

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, coursed offered or reclassification. The ELPAC shall be used to fulfill requirements under the Every Student Succeeds Act for annual English proficiency testing, as applicable.

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.[4] 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^{th} grade > 650
   7^{th} grade > 650
   8^{th} grade > 650
   9^{th} grade > 750
   10^{th}-12^{th} 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.
   - Place dated reclassification form signed by the English teacher in the student's file.
   - Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines.

[4] 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.[5] 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.[6] 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)

[5] "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>

[6] 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 ~~polices~~ 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 and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by 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.

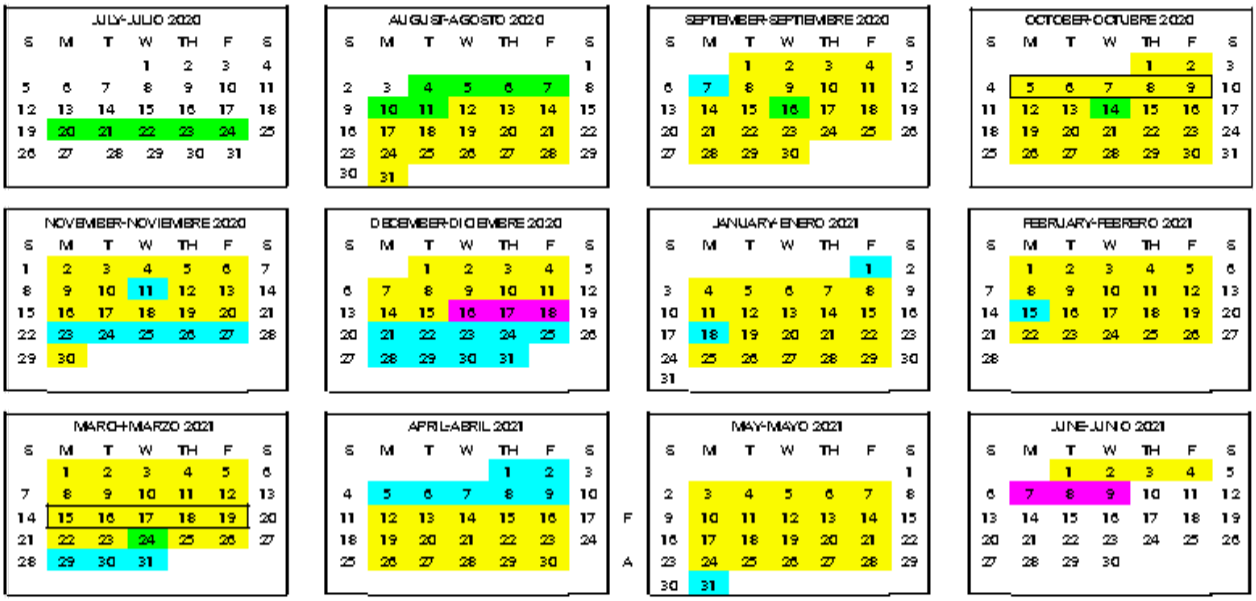
Academic Calendar and School Time

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



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 28, 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/Día 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	Advisory ~~Period~~	8:30 AM-9:20 ~~1~~ AM	Advisory ~~Professional Development~~	9:35~~8:00~~ AM-11:20 9:~~25~~ AM	Period 3~~2~~	9:35~~8:00~~ AM-11:20 9:~~25~~ AM	Period 6	8:30~~0~~ AM-9:20 ~~25~~ AM	Advisory ~~Period 4~~
9:20~~5~~ AM-9:30 AM	Break ~~Passing~~	9:2~~1~~0 AM-9:30 AM	Break ~~Teacher Prep~~	11:20 ~~9:25~~ AM-11:50 9:~~30~~ AM	Lunch ~~Passing~~	11:20 ~~9:25 AM~~-11:50 ~~9:30~~ AM	Lunch ~~Passing~~	9:20~~5~~ AM-9:25 ~~30~~ AM	passing
9:3~~0~~ AM-11:20 ~~10:55~~AM	Period 1~~2~~	9:3~~0~~ AM-11:20~~10:55~~ AM	Period 4~~5~~	11:50~~9:30~~ AM-11:5~~0~~ AM	Passing ~~Period 3~~	11:50 ~~9:30~~ AM-11:5~~0~~ AM	Passing ~~Period 1~~	9:25~~30~~ AM-10:1~~5~~ AM	Period 1~~5~~
11:20~~10:55~~ AM-11:50~~25~~ AM	Lunch	11:20~~10:55~~ AM-11:50~~25~~ AM	Lunch	11~~0~~:55 AM-1:40 ~~1:25AM~~ PM	Period 2 ~~Lunch~~	11~~0~~:55 AM-1:40 ~~1:25AM~~ PM	Period 5 ~~Lunch~~	10:25 AM-10~~1~~:30~~24~~ AM	Passing ~~Lunch~~
11:50~~25~~ AM-11:55~~30~~ AM	Passing	11:~~2~~50 AM-11:55~~30~~ AM	Passing	1:40~~11:25~~ ~~A~~PM-1:45~~1:30 A~~PM	passing	1:40~~1:25 A~~PM-1:45 PM ~~1:30AM~~	Passing	10:30~~11:25~~ AM-11:30 AM	Period 2 ~~passing~~
11:55~~30~~ AM-1:40 ~~2:55~~ PM	Period 2~~3~~	11:55~~30~~ AM-1:40 ~~2:55~~ PM	Period 5~~6~~	1:45 PM~~11:30 AM~~-3:30 ~~12:55~~ PM	Period 1~~4~~	1:45 PM ~~11:30AM - 12:55~~ - 3:30 PM	Period 4~~2~~	11:2~~3~~0 AM-11:2~~55~~ PM	Passing ~~Period 6~~
1:40~~12:55~~PM-1:45~~00~~ PM	Passing	1:40~~12:55~~ PM-1:45~~00~~ PM	passing					11:25 AM ~~12:55 PM~~ - 12:15 PM	Period 3 ~~Teacher Prep~~
1:45~~00~~ PM-3:30 ~~2:25~~ PM	Period 3~~4~~	1:45~~00~~ PM-3:30 ~~2:25~~ PM	Period 6~~1~~					12:15 PM-12:45 ~~3:10~~ PM	Lunch ~~Professional Development~~
								12:45 PM-12:50 PM	Passing
								12:50 PM - 1:40 PM	Period 4
								1:40 PM - 1:45 PM	Passing
								1:45 PM - 2:35 PM	Period 5
								2:35 PM - 2:40 PM	Passing

								2:40 PM - 3:30 PM	Period 6

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.

9th Grade Master Schedule

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

10th Grade Master Schedule

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

11th Grade Master Schedule

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

12th Grade Master Schedule

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

Semester 1	● New Teacher Training ● School Retreat ● Growth Mindset ● Thinking Maps & Follow-up ● Power School and Power Grader ● EADMS Training ● Safe & Civil ● Objectives Deep Dive ● Lesson Plan Analysis ● Data Driven Instruction Protocol ● Green Dot Common Assessment Program Data Review ● Buddy Observations ● ILT Walk Through ● Literacy PD ● Inquiry based learning PD ● ELD instruction ● Special Education ● Mental health supports
Semester 2	● School Retreat ● Semester 1 Recap ● Interim Guiding Conference ● Thinking Maps ● Common Core Technology ● Green Dot Common Assessment Program Data Review ● Buddy Observations ● ILT Walk Through ● Safe & Civil

	● Parent Conferences ● Green Dot Middle School Collaboration ● Buddy Observations ● SBAC Planning ● Data and Strategic Plan Review ● ELD instruction ● Special Education ● Mental health supports

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

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

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

- **Summer Training**: New teachers are required to attend a mandatory 5-day training prior to the start of summer professional development.
- **Ongoing Workshops**: New teachers are required to participate in workshops that are aligned with the California Standards for the Teaching Profession, Green Dot's College Ready Teaching Framework, and Common Core State Standards. Topics include classroom management, creating a culture of high expectations in the classroom, best practices in lesson planning, etc.
- **Monthly Support and Development Meetings**: First and second year teachers participate in monthly support and development groups at their school site.

Administrator Professional Development

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

- **Coaching**: Area Superintendents provide individualized coaching sessions for each school site administrative team twice a month. These coaching sessions are focused on the supervision of instruction, data analysis, and problem solving. Principals receive additional one-on-one coaching twice a month to focus on their development and appropriate support of their Assistant Principals.
- **Key Results**: Area Superintendents facilitate a Key Results session at a selected school each month. During this time, the host principal provides a focus question for the session centered on instruction or school culture. Principals walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help principals share ideas with regards to the supervision of instruction and the development of school culture and Principals to generate next steps to be taken at their school sites as a result of what they see at the host school. Area Superintendents will follow up with each leader that attends the Key Results session in their biweekly coaching sessions to reflect upon their participation in the Key Results visit, lessons learned and applicable next steps for their school site.
- **95/5 Sessions**: Based on the belief that principals should spend 95% of their time <u>on site</u> 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
7:15-7:55	I arrive at school and am greeted by my principal as I enter the campus. I head to the cafeteria to eat breakfast with my fellow students. At 8:15 ~~7:50~~, the bell rings, and our group immediately heads to Advisory~~Period 1.~~.
8:30-9:20	We start Advisory reading silently for twenty minutes. Afterwards, my advisory teacher reviews the agenda for our upcoming field trip to local universities next week. I'm so excited since this will be the first time I have ever visited a college!
9:35-11:20~~8:00-9:25~~	Arriving at English class, my English teacher greets me with a "Good morning, Ashley" and handshake. Last class, we worked in small groups focusing on understanding one poem. Today, we go around the room, and one student from each group leads a discussion of their group's interpretation.
~~**9:30 -10:55**~~	~~I head with several classmates to Drama class. We are learning about improvisation and practicing it small groups.~~
11:20-11:50~~10:55-11:25~~	During lunch, I eat with my friends and talk about the upcoming basketball tournament happening this weekend at our school.
11:55~~30~~-1:40~~12:55~~	Math! It's definitely my hardest subject this year. I review the math "Do Now" on the whiteboard and begin to tackle the problem. After our class finishes the "Do Now", we complete independent practice on the math concepts we learned last week and share our responses to the class. I feel frustrated that I missed four out of the ten practice problems but make a note to myself to stop by my Math teacher's office hours so I can work on this with him.
1:45~~00~~-3:30~~2:25~~	It's finally time for my favorite class - Science! I've been working hard on my 3D solar system model since the whole school will get to see it, including my mom and aunt, at our Parent Night tomorrow.
~~**2:30-3:10**~~	~~My last class for the day is Technology. I'm currently creating a PowerPoint presentation on UCLA for my big presentation next week!~~
3:30-4:30	I walk to the after school program with my brother. After eating a snack and reading a book, I work on my math homework with the tutor. When I get stuck, I get permission to walk back to my classroom and ask my math teacher. Around 4:30pm, I head home to enjoy some family time.

Dissemination of Practice

Green Dot and 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:

College-Directed Learners • Able to think critically and analytically to understand complex concepts across the curriculum • Prepared for high school curriculum meeting A-G requirements • Knowledgeable of college requirements and the application process • Knowledgeable of career field choices and educational pathways	**Cultural Learners** • Aware of cultural differences, unique group histories and diverse perspectives • Exposed to world languages and able to understand the dynamics of language and culture • Able to communicate with sensitivity within and across diverse communities
Innovative Leaders • Able to model ethical behavior through involvement in school functions, clubs and committees • Able to contribute to the success of individuals and their community through voluntary service • Effective oral communicators in distinct situations	**Life-Long Learners** • Responsible, mature decision-makers • Goal-oriented in their personal pursuits • Able to integrate multiple uses of technology • Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

• Informed participants in the democratic process	

Ánimo 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: ☒ 1 ☐ 4 ☐ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Outcome 1:
- *All teacher candidates screened for employment will hold an appropriate CA Teaching Credential with appropriate EL authorization*
- *Green Dot Human Resources and Human Capital departments will regularly review credential status*
- *Administrators will check teacher credentials before developing the school's master schedule*

Outcome 2:
- *All ELA and Math "Course at a Glance" materials and curriculum maps will be aligned to CA Common Core State Standards*
- *Green Dot Education Team and school staff (e.g., administrators, teachers) will be engaged in curriculum development*
- *Appropriate allocations will be made for standards-aligned materials in the school budget*
- *School will utilize diagnostic and summative/formative assessment data to determine student placement and academic progress. Instructional materials and strategies will be adopted to meet specific student academic needs*

Outcome 3:
- *Charter School will design its master schedule to meet the needs of all its students*
- *Master schedule will focus on core courses aligned to CCSS and CA content standards, and include Advisory and interventions as needed*
- *Teachers will be provided with differentiated professional development focused on effective instructional practices and coaching to ensure that they can effectively implement standards-aligned curriculum*

Outcome 4:
- *Administrators and counselors will assess student needs to inform master schedule*
- *School will employ at least 1 teacher credentialed to teach PE*

Outcome 5:
- *Administrators and counselors will assess student needs to inform master schedule*
- *School will employ at least 1 teacher credentialed to teach VAPA elective*

Outcome 6:
- *Daily general cleaning by custodial staff will maintain campus cleanliness*
- *Regular facility inspections and audits will screen for safety hazards*
- *Coordinate school maintenance and repairs with Green Dot Operations staff and external providers, as appropriate*

Expected Annual Measureable Outcomes

Outcome #1: *Maintain the assignment of teachers, appropriately credentialed in the subject areas and for the pupils they are teaching*
Metric/Method for Measuring: *Percent of credentialed teachers*

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2: *Students will have access to standards-aligned materials and additional instructional materials as outlined in the school's charter petition*
Metric/Method for Measuring: *Percent of ELA and Math teachers using standards-aligned materials as evidenced by "Course at a Glance" materials, curriculum maps and appropriate textbooks*

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: *Students will have access to the educational program as outlined in the school's charter petition*
Metric/Method for Measuring: *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*

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #4: *Students will participate in at least one year of Physical Education throughout their high school career*
Metric/Method for Measuring: *School will offer at least one Physical Education course offering*

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

Outcome #5: *Students will participate in at least 1 visual and performing art elective (e.g., drama, music) throughout their high school career*
Metric/Method for Measuring: *School will offer at least one visual and performing art (VAPA) elective*

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

Outcome #6: *School facilities are maintained in good repair*
Metric/Method for Measuring: *90% in good or exemplar repair*

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:
☐ 1 ☒ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Outcomes 7, 8, 9:

- *All classroom instruction will be conducive to student learning in adequate learning environments*[7]
- *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*[8]

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[9]	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

[7] An adequate learning environment is safe, clean, and conducive to learning with furniture and resources needed for a teacher to execute classroom instruction.

[8] Student are assessed in non-core subjects with formative and summative assessments to measure their demonstration of mastery of the standards.

[9] Students in 9th and 10th 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
Outcome #8: *Increase the percent of students scoring Met Standard and above on SBAC Math assessments or outperform statewide average* **Metric/Method for Measuring**: *Percent of students scoring Met Standard and above on SBAC*						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	To be determined in 2019-20 school year[10]	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
Outcome #9: *School will meet the annual API Growth Target or equivalent* **Metric/Method for Measuring**: *API Growth Target or equivalent*						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	N/A[11]	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed	Meet or Exceed
Outcome #10: *Increase the percent of EL students who reclassify as Fully English Proficient* **Metric/Method for Measuring**: *Percent of EL students who reclassify as Fully English Proficient*						
Applicable Student Groups	Baseline	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%

[10] 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

[11] API was not calculated for the previous school year.

Outcome #11: *Increase the percent of EL students scoring "Level 3" and "Level 4" on the English Language Proficiency Assessment for California ("ELPAC") annual assessment*
Metric/Method for Measuring: *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[12]	Previous Year +/-5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%	Previous Year +/- 5%

GOAL #3

Prepared for college, leadership, and life

Related State Priorities:
☐ 1 ☒ 4 ☒ 7
☒ 2 ☒ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Outcome 12:
- *Students will be offered a comprehensive set of A-G courses from the Green Dot High School Course Catalog*
- *Students will meet with counselors to identify an A-G pathway suited to their needs*

Outcome 13:
- *A recommended application process is provided to all schools to ensure that all students have access to AP courses*
- *Summer retreats and mock exams are provided as additional scaffolds to prepare students for the AP exams*

Outcomes 14, 15:
- *EAP prep will be incorporated into the 11th grade curriculum*
- *All 11th graders will take EAP exams as part of the A-G pathway*

Outcome 16:
- *Students will attend regular meetings with their school counselors to discuss pathways and requirements*
- *Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed*
- *Student intervention after high truancy or absenteeism*
- *Students not meeting the attendance standard will be entered into the SART process*

Outcome 17:
- *Parents/guardians will be notified of graduation requirements*
- *Counselors will be assigned to all students, and will schedule meetings with parents/guardians to assess student progress and interventions as needed*
- *Progress reports will be sent home to parents/guardians; conferences are scheduled when needed*
- *Students not meeting the attendance standard will be entered into the SART process*
- *School will provide access to credit recovery as needed*

Expected Annual Measureable Outcomes

Outcome #12: *Increase the percent of graduates that successfully complete A-G course requirements or greater than 70%*
Metric/Method for Measuring: *Percent of graduates completing A-G requirements*

Applicable Student Groups[13]	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

[12] 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.
[13] 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

Outcome #13: *Increase the percent of graduating students who take Advanced Placement ("AP") exams and earn at least one passing score of 3 or above*
Metric/Method for Measuring: *Percent of students taking AP courses and earning passing grades*

Applicable Student Groups	Baseline	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

Outcome #14: *Increase EAP passage rates – ELA*
Metric/Method for Measuring: *Percent of students passing EAP*

Applicable Student Groups	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	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						
Outcome #15: *Increase EAP passage rates – Math* **Metric/Method for Measuring**: *Percent of students passing EAP*						
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
Outcome #16: School will maintain low cohort dropout rates or lower than 8% **Metric/Method for Measuring**: *Cohort dropout rate*						
Applicable Student Groups[14]	Baseline	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%

[14] 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%

Outcome #17: Increase graduation rate or greater than 85%
Metric/Method for Measuring: Graduation rate

Applicable Student Groups[15]	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: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

[15] 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[16]	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[17]	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%

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

Outcome #20: *School will decrease suspension rate year-over-year or reduce its school-wide suspension rate to 5% or less or reduce by 50%*
Metric/Method for Measuring: *Suspension rate*

Applicable Student Groups[18]	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

Outcome #21: *School will maintain a low annual expulsion rate less than 0.5%*
Metric/Method for Measuring: *Expulsion rate*

Applicable Student Groups[19]	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%

GOAL #5

Parent, Student and Community Engagement	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☒ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

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

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 9th and 10th 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 9th and 10th 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.

9th and 10th Grade Literacy Progress: *School will monitor growth in literacy*
Metric/Method for Measuring: *Reading Inventory lexile points grown compared to projected lexile growth*

Applicable Student Groups	Baseline Projected Growth for 2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	55.3	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
Socioecon. Disadv./Low Income Students	56.9	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
African American Students	49.1	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
Latino Students	65.6	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
Students with Disabilities	94.5	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
English Learners	127.0	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth

9th and 10th 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*

Applicable Student Groups	Baseline Projected Growth for 2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	11.2	Greater than 2020-21	Greater than 2021-22	Greater than 2022-23	Greater than 2023-24	Greater than 2024-25

		projected growth	projected growth	projected growth	projected growth	projected growth
Socioecon. Disadv./Low Income Students	11.3	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
African American Students	11.4	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
Latino Students	11.1	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
Students with Disabilities	11.9	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth
English Learners	11.8	Greater than 2020-21 projected growth	Greater than 2021-22 projected growth	Greater than 2022-23 projected growth	Greater than 2023-24 projected growth	Greater than 2024-25 projected growth

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. 8th grade scores for incoming 9th 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 9th and 10th 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

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

*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 12th 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 12th grade year, such students will present a portfolio documenting their learning growth and acquisition of skills such as:

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

Data Analysis and Reporting

The achievement of 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 9th 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 ~~Champoins~~, 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	● State Tests ● Classroom Projects and Grades ● Attendance ● Retention Rate ● Disciplinary Actions	● Compare with similar schools and to all California schools ● Identify root causes of performance increases or decreases in each area	● Create plan for improvement in low performing areas ● Set targets for next academic year ● Improvement required annually

Teachers	● Teacher Performance Evaluations ● Student Performance in Individual Classes ● Teacher Satisfaction Surveys from Students ● Teacher Retention	● Identify strengths & opportunity areas for each teacher ● Compare with previous scorecards ● Analyze "life cycle of teachers" to identify breakdowns (recruiting, staff development, etc.)	● Create plan for improvement in low performing areas ● Set targets for next academic year
Parents	● Attendance at School Parent Meetings	● Compare with previous years and across Green Dot ● Identify internal and external forces affecting performance	● Create plan for improvement in low performing areas ● Set targets for next academic year
Principal / Admin.	● Student Performance ● Student Satisfaction ● Teacher Performance ● Teacher Satisfaction ● Fiscal Management ● Parent Satisfaction ● Area Superintendent Evaluation	● Compare with previous years, across Green Dot & similar schools	● Create plan for improvement in low performing areas ● Set targets for next academic year
Green Dot Management	● Academic Performance at Individual Schools ● Staff Performance and Retention ● Organizational Culture ● Operations and Fiscal Management	● Compare with previous years and targets set by Board	● Create plan for improvement in low performing areas ● Set targets with Board for next academic year

Identification of Who will be Accountable for Student Progress

Green Dot 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

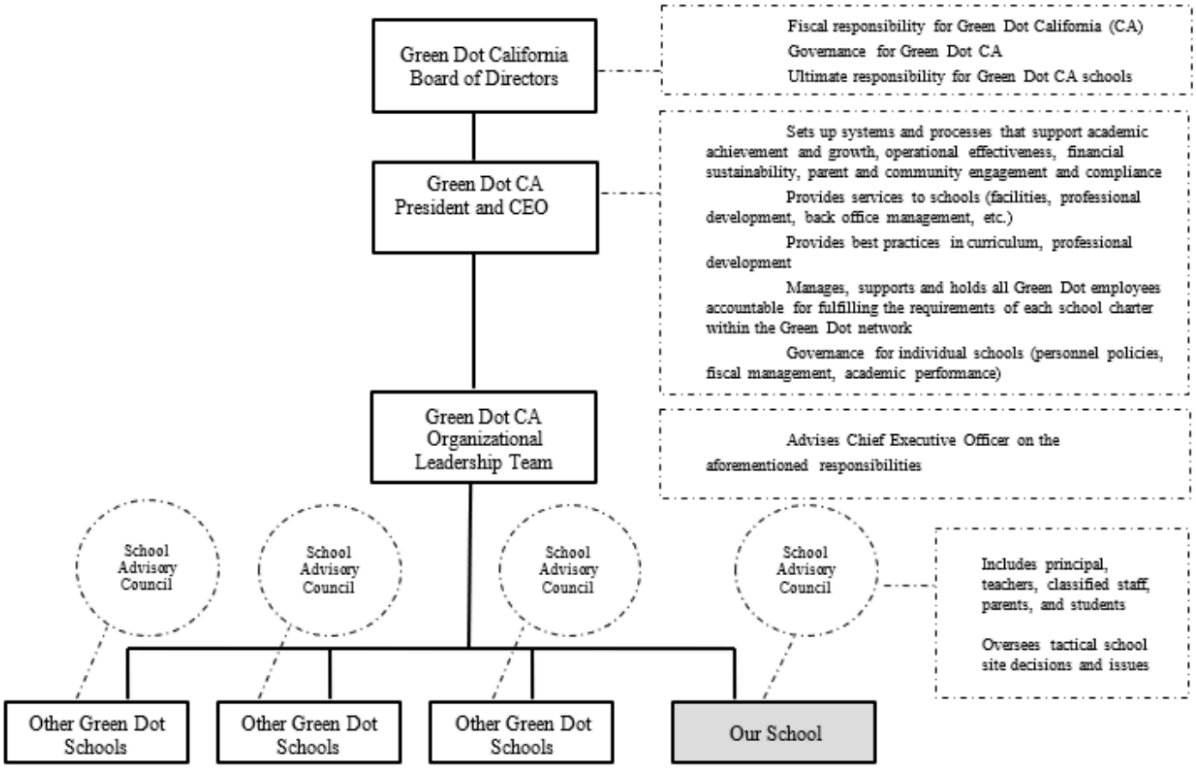
Education Code Section 47605(c)(5)(D)
"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."

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 31st of December occurring after the date the California Board member takes office. The California Board may provide that the initial term of a California Board member expires on the first 31st of December occurring after the date the California Board member takes office to provide for staggered expiration of the terms of California Board members. After an initial term, California Board members generally are up for 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.

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~~a~~ 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*** <u>one</u> 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.

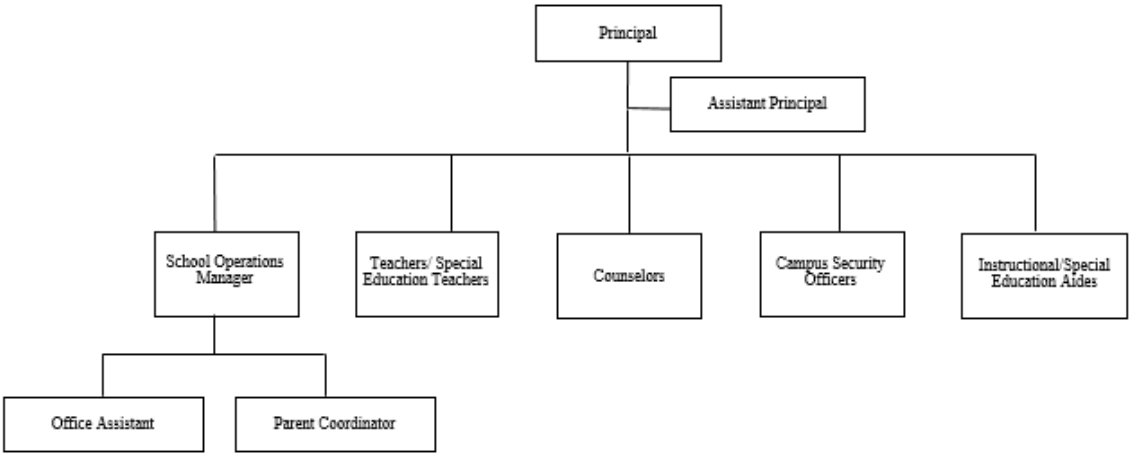
Dispute Resolution Process

The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreements.

Organizational Chart

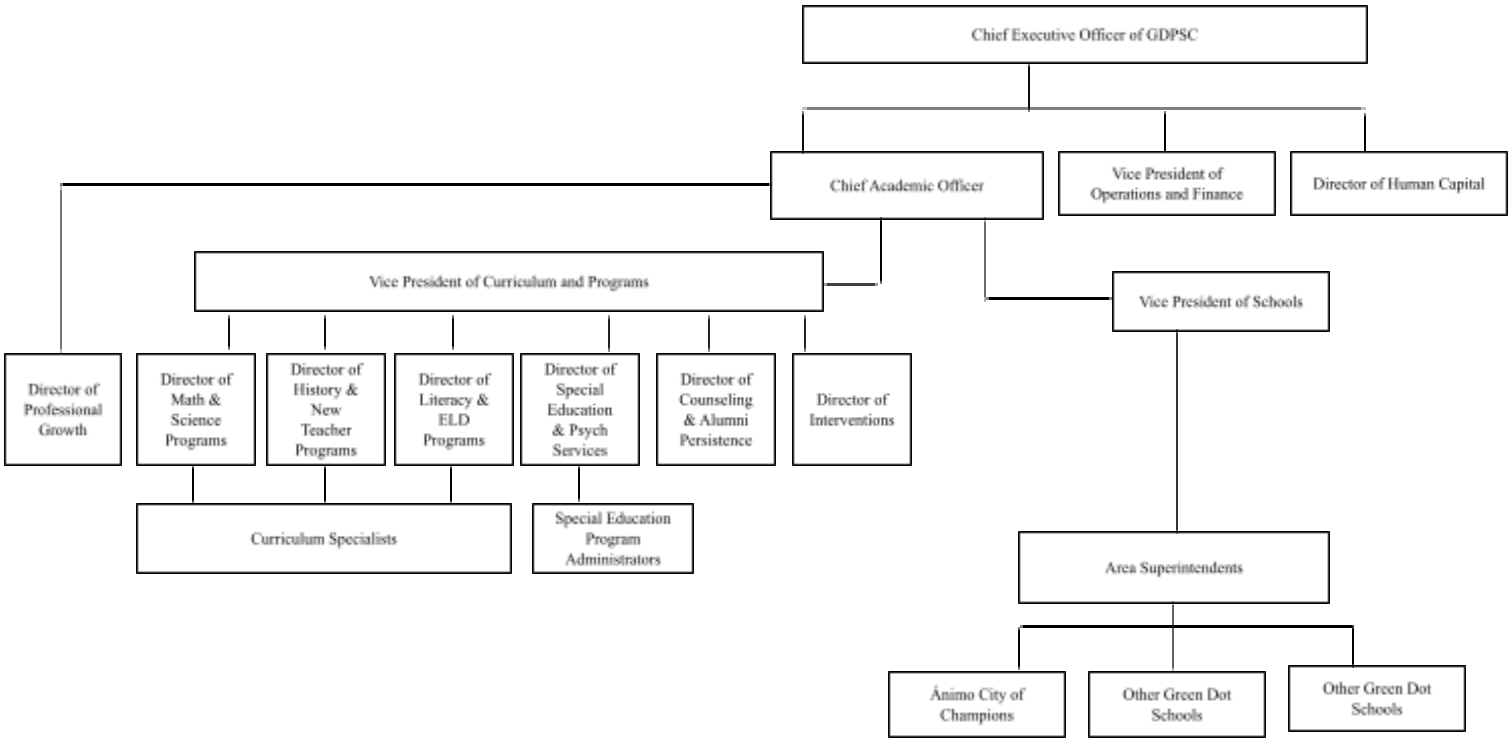
The tables below summarize the school site structure as well as the key resources provided to the school by the Green Dot California Education Team.

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 ~~t~~The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M~~J~~), 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)-(M~~J~~).

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:

Ethnicity	**Percent**
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%
Total	**100.0%**

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(c)(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[20]
- 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

[20] 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 15th of December of each year. All financial statements will be submitted to the County by December 15th following the close of the fiscal year. The Audit Committee, which is made up of Green Dot Management and the Green Dot Board members will review any audit exceptions or deficiencies and report recommendations to Green Dot's full Board as to how these have been, or will be, resolved.

If the school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the Green Dot Finance and Accounting department and the Audit Committee as soon as they were discovered. They would be addressed with the Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures for the entire Green Dot network were required, it would be brought up to senior management, the Budget Committee of the Board and if material the Board of Directors for approval. In addition, 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[21] 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.

[21] 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

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion

Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus.	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate**.**	Principal **may suspend and** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.
1. Possessing, selling, or furnishing a firearm.	1. Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious.** 2. First offense of possession of marijuana of not more than one ounce, or alcohol. 3. Possessed ~~sold~~, 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.

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~~or~~, 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 completely 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 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 8th 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

docproperty "DocID"

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: 7
NOES: 0
ABSENT: 3
ABSTAIN: 0

CERTIFIED AS A TRUE AND CORRECT COPY:

CERTIFIED: _____ Date: May 2, 2025
Board Chairperson

ATTEST: _____ Date: May 2, 2025
Board Secretary

docproperty
"DocID"

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

Date and Time

Friday May 2, 2025 at 3:00 PM PDT

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

+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/u/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 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
I.	**Opening Items**			**3:00 PM**
	A. Record Attendance			1 m
	B. Call the Meeting to Order			
II.	**Public Comment**			**3:01 PM**

		Purpose	Presenter	Time
A.	Public Comment	Discuss		30 m
III.	**Consent Agenda**			**3:31 PM**
A.	Approve Minutes from the 02-07-2025 Green Dot Public Schools California Board Meeting	Approve Minutes	Jon Goodman	1 m
B.	Approve Prop 39 Facility Use Agreement for Ánimo Compton for Compton Unified School District	Vote	Annabelle Moskowitz	1 m
C.	Approve Prop 39 Facility Use Agreement for Ánimo Jackie Robinson for Los Angeles Unified School District	Vote	Annabelle Moskowitz	1 m
D.	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
E.	Approve Submission of Renewal Petitions for Ánimo Compton to Compton Unified School District	Vote	Annabelle Moskowitz	1 m
F.	Approve GDPSC SY26 English Learner Master Plan	Vote	Leona Matthews	1 m
G.	Approve GDPSC Conflict of Interest Code	Vote	Neal Brandenburg	1 m
H.	Approve GDPSC Articles of Incorporation	Vote	Neal Brandenburg	1 m
I.	Approve FY24 Tax Return	Vote	Michael Lopez	1 m
J.	Approve GDPSC Fiscal Policies & Procedures	Vote	Michael Lopez	1 m
K.	Approve Charter Petition Material Revision for Ánimo City of Champions	Vote	Annabelle Moskowitz	1 m
IV.	**CEO Update**			**3:42 PM**
A.	CEO Update	Discuss	Cristina de Jesus	10 m

		Purpose	Presenter	Time
V.	**Academic Update**			**3:52 PM**
	A. School Culture Update	Discuss	Annette Gonzalez	5 m
	B. Persistance Data Update	Discuss	Annette Gonzalez	20 m
VI.	**People Update**			**4:17 PM**
	A. Staff Recruitment Update	Discuss	Samantha Matamoros	20 m
VII.	**Break**			**4:37 PM**
	A. Break	FYI		10 m
VIII.	**Finance Update**			**4:47 PM**
	A. GDPSC FY26 Budget Update	Discuss	Michael Lopez	20 m
IX.	**Legal Update**			**5:07 PM**
	A. Brown Act Training	Discuss	Neal Brandenburg	10 m
X.	**Closed Session**			**5:17 PM**
	A. 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. 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
	C. Update on Conference with Labor Negotiators • Agency designated representative: Ken Tyrrell • Employee organization: Animo Classified Education Association	Discuss	Ken Tyrrell	10 m

		Purpose	Presenter	Time
D.	Update on Conference with Labor Negotiators	Discuss	Damon Hands	10 m

- Agency designated representative: Damon Hands
- Employee organization: Asociación de Maestros Unidos

XI. Report of Actions Taken During Closed Session — 6:07 PM

A.	Report of Actions Taken During Closed Session	FYI	Kevin Reed	1 m

XII. Asociación de Maestros Unidos Report — 6:08 PM

A.	Asociación de Maestros Unidos (AMU) Report	FYI	Hector Vega	5 m

A representative from Asociación de Maestors Unidos (AMU) will provide an update.

XIII. Closing Items — 6:13 PM

A.	Adjourn Meeting	Vote		

Board Meeting — July 15, 2025

Item VII. Recommendations

B. Approval of First Reading and Adoption of Board Policy (BP) 3230 (Federal Grant Funds)

Note: This policy is included in the Report on Policies and is also being presented with a Recommendation for Approval of First Reading and Adoption at the same meeting due to time sensitivity. To ensure timely compliance with submission requirements to the California Department of Education and to satisfy an audit requirement, the policy is being brought forward on an expedited timeline.

Business and Noninstructional Operations BP 3230(a)

FEDERAL GRANT FUNDS

The Governing Board recognizes LACOE's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. LACOE shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 2 CFR 200.0-200.521 and any stricter state laws and LACOE policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program. The County Superintendent or designee shall develop and implement administrative regulations to ensure compliance with federal procurement standards. (2 CFR 200.317–200.327).

The County Superintendent or designee shall ensure that LACOE's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in LACOE accounts of each federal award received and expended and the federal program under which it was received

2. Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.328 and 200.329

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, financial obligations, unobligated balances, assets, expenditures, income, and interest

4. Effective control over and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes

5. Comparison of actual expenditures with budgeted amounts for each federal award

6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305

7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

The County Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that LACOE can prepare reliable financial statements and federal reports,

maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

BP 3230(b)

FEDERAL GRANT FUNDS (continued)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

Capital Expenditures

Written approval from the awarding agency shall be obtained before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.313, 200.439)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

LACOE shall submit financial and performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost-effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report shall be submitted no later than 120 calendar days after the ending date of the grant. (2 CFR 200.301, 200.328, 200.329)

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

FEDERAL GRANT FUNDS (continued)

Legal References:
EDUCATION CODE
42122-42129 Budget requirements
64001 School plan for student achievement, consolidated application programs
CODE OF FEDERAL REGULATIONS, TITLE 2
180.220 Amount of contract subject to suspension and debarment rules
200.0-200.521 Federal uniform grant guidance, especially:
200.1-200.99 Definitions
200.100-200.113 General provisions
200.301 Performance Measurement
200.302 Financial Measurement
200.303 Internal Controls
200.313 Equipment
200.317-200.327 Procurement standards
200.328-200.329 Monitoring and reporting
200.334-200.337 Record retention
200.400-200.475 Cost principles
200.500-200.521 Audit requirements

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Department of Education Audit Guide
California School Accounting Manual
EDUCATION AUDIT APPEALS PANEL PUBLICATIONS
Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Questions and Answers Regarding 2 CFR Part 200
WEB SITES
California Department of Education: http://www.cde.ca.gov
Education Audit Appeals Panel: http://www.eaap.ca.gov
Office of Management and Budget, Uniform Guidance: https://www.whitehouse.gov/omb
State Controller's Office: http://www.sco.ca.gov
System for Award Management (SAM): http://www.sam.gov/SAM
U.S. Department of Education: http://www.ed.gov
U.S. Government Accountability Office: http://www.gao.gov

Board Meeting – July 15, 2025

Item VII. Recommendations

C. Approval of Second Reading and Adoption of Board Policy (BP) 0460 (Local Control and Accountability Plan)

Note: This Board Policy was presented to the County Board on June 17, 2025 and July 8, 2025.

Existing Board Policy 5125 – Student Records, provides guidance on the collection, access, and disclosure of student information, ensuring compliance with legal requirements and protection of student rights. Please see link for full policy details: BP 5125

Philosophy, Goals, Objectives, and Comprehensive Plans BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The County Board desires to ensure the most effective use of available funding to improve student achievement and other outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions that are aligned with the LACOE budget and facilitate continuous improvement of LACOE practices.

(cf. 0000 - Vision)
(cf. 0200 - Board Priorities for LACOE)
(cf. 0415 - Equity)

The County Board shall adopt a local control and accountability plan (LCAP) presented by the County Superintendent. The LCAP shall address the state priorities specified in Education Code 52060 and any additional local priorities the County Board adopts. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year.

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth**,** as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF).

(cf. 3553 - Free and Reduced Price Meals) (cf. 6173.1 - Education for Foster Youth) (cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)

The LCAP shall also include focused goals, as specified in Education Code 52064, for each school generating local control funding formula (LCFF) equity multiplier funds.

The County Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA.

(cf. 0420 - School Plan/Site Councils)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The LCAP shall also be aligned with other LACOE and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - LACOE Technology Plan)
(cf. 0450 - Comprehensive School Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the County Board shall separately adopt a local control funding formula overview for parents/guardians, based on the template developed by the State Board of Education (SBE), which includes specified information relating to LACOE's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update.

(cf. 0400 - Comprehensive Plans)

Any complaint that LACOE has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

LCAP Development and Consultation

The County Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the County Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The County Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students.

(cf. 4140/4240 - Bargaining Units)
(cf. 6020 - Parent Involvement)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The LACOE LCAP shall adhere to the template provided by the State Board of Education (SBE) and shall include, for each school or program operated by the County Superintendent:

1. A description of the annual goals, for all students and for each numerically significant student subgroup, to be achieved for each of the following state priorities as applicable to the students served:

    a. The degree to which teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every student has sufficient access to standards- aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002(d)

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3517 - Facilities Inspection)
(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

    b. Implementation of the academic content and performance standards adopted by the SBE, including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Learners)

    c. Parent/guardian involvement and family engagement, including efforts to seek parent/guardian input in making decisions for each school site and county program and how the County Superintendent will promote parent/guardian participation in programs for unduplicated students and students with disabilities

(cf. 3553 - Free and Reduced Price Meals) (cf. 6020 - Parent Involvement)
(cf. 6173.1 - Education for Foster Youth)

    d. Student achievement, as measured by all of the following as applicable:

        (1) Statewide assessments of student achievement

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

(3) The percentage of English learners, including Long-term English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency or any subsequent assessment of English proficiency, as certified by the SBE.

(4) The English learner reclassification rate, including Long-term English learners

(5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Due Process (Students with Disabilities))

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

i. How the County Superintendent will coordinate instruction of expelled students offered pursuant to Education Code 48926

j. How the County Superintendent will coordinate services for foster youth, including, but not limited to, all of the following:

(1) Working with the county child welfare agency to minimize changes in school placement

(2) Providing education-related information to the county child welfare agency to assist the agency in the delivery of services to foster youth, including, but not limited to, educational status and progress information that is required to be included in court reports

(3) Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services

(4) Establishing a mechanism for the efficient and expeditious transfer of health and education records and the health and education passport

2. Goals identified for any local priorities established by the County Board of Education.

(cf. 0200 - Board Priorities for LACOE)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

3. A description of the specific actions the County Superintendent will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the jurisdiction of the County Superintendent.

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. LCAP data will be posted consistent with new requirements, which require the posting of the LCAP on the performance overview portion of the California School Dashboard.

Public Review and Input

The County Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students, parents or legal guardians of students with disabilities and Long-term English Learners, and two students.

Whenever LACOE's enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the County Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners.

The County Superintendent or designee shall present the LCAP and the annual update to each English learner parent advisory committee(s) before it is submitted to the County Board for adoption and shall respond in writing to comments received from the committee(s).

The County Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not require producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985.

As part of the parent/guardian and community engagement process, LACOE shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English.

The County Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which LACOE is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies

included in the annual assurances support plan for the education of students with disabilities.

(cf. 0430 - Comprehensive Local Plan for Special Education)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The County Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget.

(cf. 9320 - Meetings and Notices)

Adoption and Submission

At the same public meeting at which the budget is adopted, but prior to considering and adopting the budget, the County Board shall adopt the LCAP. This meeting shall be held after the public hearing described above but not on the same day as that public hearing.

(cf. 3100 – Budget)

At any time during the period in which the LCAP is in effect, the County Board may adopt revisions to the plan presented by the County Superintendent, provided that the County Board follows the same process for adopting the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Not later than five days after adopting the LCAP, the annual update, the LACOE budget, and the budget overview for parents/guardians, the County Board shall file the LCAP, the annual update, the budget, and the budget overview with the SPI.

If the SPI sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the County Board shall respond in writing within 15 days of the request.

If the SPI then submits recommendations for amendments to the LCAP within 15 days of receiving the County Board's response, the County Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations.

If the County Board is unable to review local indicator data due to any emergency specified in Education Code 46392, the local indicator data shall be reviewed at the next County Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed shall be adopted and submitted to the California Department of Education. (Education Code 52064.5)

Revisions

At least annually in accordance with the timeline and indicators established by the County Superintendent, the County Board shall review data presented by the County Superintendent regarding LACOE's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of LACOE and school performance reported on the California School Dashboard and any additional indicators established by the County Board and County Superintendent.

BP 0460(h)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The County Board may identify the method(s) to be used for measuring LACOE's progress toward achieving the local goals established by the County Board.

Evaluation data shall be used to recommend any necessary revisions to the LCAP.

The County Superintendent or designee may seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Legal Reference:

EDUCATION CODE
305-306 Instructional methods; language acquisition program, etc.
17002 Definitions
33430-33436 Learning Communities for School Success Program;
41020 Requirement for annual audit
41320-41322 Emergency apportionments
42127 Formulation, adoption, approval, and revision of budget;
procedure 42238.01-42238.07 Local control funding formula
44258.9 Annual monitoring of teacher assignments; report
47606.5 Adoption of local control and accountability plan; public hearing
48926 County plans for provision of educational services to expelled students
48985 Notices to parents in languages other than English
51210 Areas of study
51220 Areas of study; grades 7-12
52052 Pupil performance measurement, etc.
52059.5 Establishment of single system
52060-52077 Adoption of local control and accountability plan
52372.5 Linked learning programs
54692 Eligibility requirements
60119 Hearings; steps to ensure availability of textbooks and instructional materials
60605.8 Academic Content Standards Commission
60900 California Longitudinal Pupil Achievement Data System
64001 School plan for student
achievement 99300-99301 Early
Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497 Local control and accountability plan and spending
requirements UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plan
6826 Title III funds, local plans

Management References (continued next page)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Management Resources:

CSBA PUBLICATIONS
The California School Dashboard and Small Districts, October 2018
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting
Manual California School
Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP)
Template Family Engagement Framework: A Tool for California School
Districts, 2014 California Career Technical Education Model Curriculum
Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
California School Accounting Manual
California School Dashboard
Local Control and Accountability Plan and Annual Update (LCAP) Template

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – July 15, 2025

Item VIII. Informational Items

B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up.

LOS ANGELES COUNTY
BOARD OF EDUCATION

MEETING CALENDAR
July 2025 - June 30, 2026

JULY 15 **2025**

3:00 Board Meeting

Public Hearing: Request for a Material Revision to the Charter of Los Angeles Leadership Academy, Grades 6-12 (Enclosure)

Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, April 1 to June 30, 2025

~~**Rpt:** Update on the Business Enhancement System Transformation (BEST) Project~~

Rpt: Report on Board Policy (BP) / Administrative Regulation (AR) 5113.1 (Chronic Absence and Truancy); BP/AR 5131.6 (Alcohol and Other Drugs); BP/AR 6174 (Education for English Learners); BP 5141.52 (Suicide Prevention); BP 3230 (Federal Grant Funds); BP/AR 1340 (Access to Records); BP/AR 5125 (Student Records); BP/AR 6159 (Individualized Education Program); Board Bylaw (BB) 9224 (Oath or Affirmation); and BB 9260 (Legal Protection) (Enclosure)

Consent Rec: Approval of the 2025-26 Consolidated Application for Funding

Consent Rec: Acceptance of Project Funds No. 1

Consent Rec: Acceptance of Project Funds No. 2

Consent Rec: Acceptance of Project Funds No. 3

Consent Rec: Acceptance of Project Funds No. 4

Consent Rec: Acceptance of Project Funds No. 5

Consent Rec: Acceptance of Project Funds No. 6

Consent Rec: Acceptance of Gifts No. 1

Consent Rec: Acceptance of Gifts No. 2

Consent Rec: Acceptance of Gifts No. 3

Consent Rec: Acceptance of Gifts No. 4

Consent Rec: Acceptance of Gifts No. 5

Consent Rec: Acceptance of Gifts No. 6

Consent Rec: Acceptance of Gifts No. 7

Consent Rec: Acceptance of Gifts No. 8

Consent Rec: Acceptance of Gifts No. 9

Consent Rec: Acceptance of Gifts No. 10

Consent Rec: Acceptance of Gifts No. 11

Consent Rec: Acceptance of Gifts No. 12

Consent Rec: Acceptance of Gifts No. 13

Consent Rec: Acceptance of Gifts No. 14

Consent Rec: Acceptance of Gifts No. 15

Consent Rec: Acceptance of Gifts No. 16

Rec: Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Approve the Material Revision to the Charter of *Animo City of Champions Charter High School, Grades 9-12*, with Attached Report

~~**Rec:** Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Material Revision for Da Vinci RISE~~

Rec: Approval of First Reading and Adoption of Board Policy (BP) 3230 (Federal Grant Funds)

Rec: Approval of Second Reading and Adoption of Board Policy (BP) 0460 (Local Control and Accountability Plan)

Closed Session: Conference with Legal Counsel – Anticipated Litigation – Two Matters Pursuant to Government Code section 54956.9(d)(4)

Interdistrict Appeal

~~**1.** Martin I. v. Los Angeles USD (Arabic Interpreter)~~
~~**2.** Alma H. M. v. Los Angeles USD (Spanish Interpreter)~~
~~**3.** Karina A. v. Los Angeles USD (Spanish Interpreter)~~
~~**4.** Jeimmy A. v. Los Angeles USD (Spanish Interpreter)~~
~~**5.** Pablo L. v. Los Angeles USD (Spanish Interpreter)~~
~~**6.** Gabriel E. A. v. Inglewood USD (Spanish Interpreter)~~
~~**7.** Hannah V. v. Inglewood USD (Spanish Interpreter)~~
~~**8.** Lourdes P. M. v. Inglewood USD (Spanish Interpreter~~
~~**9.** Jeremias A. v. Inglewood USD (Spanish Interpreter)~~
~~**10.** Grecia A. R. v. Inglewood USD (Spanish Interpreter)~~
11. Evelyn M. v. Azusa USD (Spanish Interpreter)
~~**12.** Shaddee A. v. Azusa USD (Spanish Interpreter)~~
13. Angel M G. v. Azusa USD (Spanish Interpreter)
14. Brenda M. v. Azusa USD (Spanish Interpreter)
~~**15.** Anderson G. M. v. Lennox SD (Spanish Interpreter)~~
~~**16.** Marian V. G. v. Lennox SD (Spanish Interpreter)~~
~~**17.** Sophia O. v. Inglewood USD~~
~~**18.** Sebastian S. v. Inglewood USD~~
~~**19.** Leslie G. v. Inglewood USD~~
~~**20.** Damian S. v. Inglewood USD~~
~~**21.** Bernardo L. T. v. Inglewood USD~~
~~**22.** Allison G. v. Inglewood USD~~
~~**23.** Pedro S. v. Inglewood USD~~
~~**24.** Logan G. v. Inglewood USD~~
~~**25.** Haylen L. v. Azusa USD~~
~~**26.** Jaylen L. v. Inglewood USD~~
~~**27.** Amaya S. v. Inglewood USD~~
~~**28.** Allison B. v. Inglewood USD~~
~~**29.** Alexandra M. v. Inglewood USD~~
~~**30.** Ashley C. v. Inglewood USD~~
~~**31.** Isabella M. v. Inglewood USD~~
~~**32.** Ah'Niya K. v. Inglewood USD~~
~~**33.** Anamari P. v. Inglewood USD~~
~~**34.** Clarissa F. v. Inglewood USD~~
~~**35.** Marious K. E. v. Inglewood USD~~
~~**36.** Matthew M. v. Inglewood USD~~
~~**37.** Jonathan H. v. Inglewood USD~~
~~**38.** Jocelyn F. v. Inglewood USD~~
~~**39.** Hiroki K. v. Inglewood USD~~
~~**40.** Haruki K. v. Inglewood USD~~
~~**41.** Ava H. v. Inglewood USD~~
~~**42.** Kendell H. v. Inglewood USD~~
43. Hailey G. v. Azua USD
~~**44.** Anthony G. v. Azua USD~~
45. Mason G. v. Azua USD
~~**46.** Daniel G. v. Azua USD~~
47. Ian T. v. Azua USD
~~**48.** Arian M. v. Azua USD~~
~~**49.** Maximus R. v. Azua USD~~
~~**50.** Emma R. v. Azua USD~~
~~**51.** Leonardo P. v. Azua USD~~
52. Wendy H. v. Azua USD
~~**53.** Noah M. v. Azua USD~~
~~**54.** Haelyn L. v. Azusa USD~~
~~**55.** Danica P. v. Azusa USD~~
~~**56.** Jessie B. v. Azusa USD~~
~~**57.** Alexander P. v. Azusa USD~~
~~**58.** Summer T. v. Azusa USD~~
~~**59.** Jayleen D. O. v. Azusa USD~~
~~**60.** Jasmine G. v. Azusa USD~~
~~**61.** Nicolas A. v. Azusa USD~~
~~**62.** Journey B. v. Azusa USD~~
~~**63.** Oliver C. v. Azusa USD~~
~~**64.** Jamie P. v. Azusa USD~~
~~**65.** Sofia L. v. Azusa USD~~
66. Gustavo F. v. Azua USD
67. Sofia F. v. Azua USD
68. Nicholas B. v. Glendale USD
69. Cora Q. v. Bonita USD
~~**70.** Ashton B. v. Long Beach USD~~
~~**71.** Mathias S. v. Long Beach USD~~
~~**72.** Elijah S. v. Long Beach USD~~

JULY 15 (Cont'd) **2025**

Interdistrict Appeal (Cont'd)

~~**73.** Ellis K. v. San Gabriel USD~~
~~**74.** Isabella J. v. San Gabriel USD~~
~~**75.** Natalie C. v. Covina-Valley USD~~
~~**76.** Samantha C. v. Covina-Valley USD~~
~~**77.** Agustin C. v. Covina-Valley USD~~
~~**78.** Arian B. v. Covina-Valley USD~~
~~**79.** Melody C. v. Compton USD~~
~~**80.** Emilia C. v. Compton USD~~
~~**81.** Christopher E. v. El Rancho USD~~
~~**82.** Elijah A. v. Whittier City SD~~
~~**83.** Mason O. v. Whittier UHSD~~
~~**84.** Alyssa M. v. El Monte UHSD~~
~~**85.** Richard C. v. Bassett USD~~
~~**86.** Andrew N. v. Montebello USD~~
~~**87.** Vivien A. v. Los Angeles USD~~
~~**88.** Christopher S. v. Los Angeles USD~~
~~**89.** Timothy S. v. Los Angeles USD~~
~~**90.** Harper K. v. Los Angeles USD~~
~~**91.** Zain A. v. Los Angeles USD~~
~~**92.** Uriah M. v. Los Angeles USD~~
~~**93.** Zena R. v. Los Angeles USD~~
~~**94.** Amy R. B. v. Los Angeles USD~~
~~**95.** Aiden F. v. v. Los Angeles USD~~
~~**96.** Jessica S. v. Los Angeles USD~~
~~**97.** Luka M. v. Los Angeles USD~~
~~**98.** Mila V. v. Los Angeles USD~~
~~**99.** Anabel R. v. Los Angeles USD~~
~~**100.** Zhuohan W. v. Los Angeles USD~~
~~**101.** Jude S. v. Los Angeles USD~~
~~**102.** Miri W. v. Los Angeles USD~~
~~**103.** Luan H. U. v. Los Angeles USD~~
~~**104.** Zoey R. R. v. Los Angeles USD~~
~~**105.** Soleil (Wolfie) S. v. Los Angeles USD~~
~~**106.** Giselle N. v. Los Angeles USD~~
~~**107.** Gavin N. v. Los Angeles USD~~
~~**108.** Brooke B. v. Los Angeles USD~~
~~**109.** Matan I. v. Los Angeles USD~~
~~**110.** Kaito L. T. v. Los Angeles USD~~
~~**111.** Cameron C. v. Los Angeles USD~~
~~**112.** Sevyn P. v. Los Angeles USD~~
~~**113.** Da'Miyah T. v. Los Angeles USD~~
~~**114.** Yoselin R. v. Los Angeles USD~~
~~**115.** Austin L. v. Los Angeles USD~~
~~**116.** Isagani C. v. Los Angeles USD~~
~~**117.** Jose E. C. v. Los Angeles USD~~
~~**118.** Eliana B. D. v. Los Angeles USD~~
~~**119.** Jeremiah H. v. Los Angeles USD~~
~~**120.** Erica S. B. v. Los Angeles USD~~
~~**121.** Keira H. v. Los Angeles USD~~
~~**122.** Ciel G. v. Los Angeles USD~~
~~**123.** Emily A. v. Los Angeles USD~~
~~**124.** Lue B. v. Los Angeles USD~~
~~**125.** Nikolas R. v. Los Angeles USD~~
~~**126.** Nila T. v. Los Angeles USD~~
~~**127.** Sofia G. v. Los Angeles USD~~
~~**128.** Thea R. v. Los Angeles USD~~
~~**129.** Isadora M. B. v. Los Angeles USD~~
~~**130.** Ceethree B. v. Los Angeles USD~~
~~**131.** Christin C. v. Los Angeles USD~~
~~**132.** Jordi F. v. Los Angeles USD~~
~~**133.** Victoria V. v. Los Angeles USD~~
~~**134.** Ethan T. v. Los Angeles USD~~
~~**135.** Gianna G. v. Los Angeles USD~~
~~**136.** Quincy T. v. Los Angeles USD~~
~~**137.** Benjamin M. v. Los Angeles USD~~
~~**138.** Damien D. v. Los Angeles USD~~
~~**139.** Alyssen M. v. Los Angeles USD~~
~~**140.** William M. v. Los Angeles USD~~
~~**141.** Ahmari H. v. Los Angeles USD~~
~~**142.** Julius M. v. Los Angeles USD~~
~~**143.** Andrew N. v. Los Angeles USD~~
~~**144.** Aiziah G. v. Los Angeles USD~~
~~**145.** Alrik C. v. Los Angeles USD~~
~~**146.** Shaya B. v. Los Angeles USD~~
~~**147.** Jesse G. v. Los Angeles USD~~
~~**148.** Noah G. v. Los Angeles USD~~
~~**149.** Scarlett N. G. v. Los Angeles USD~~
~~**150.** Violet N. G. v. Los Angeles USD~~
~~**151.** Felix N. G. v. Los Angeles USD~~
~~**152.** Cameron K. v. Los Angeles USD~~
~~**153.** Jeffrey K. v. Los Angeles USD~~
~~**154.** Lucan K. v. Los Angeles USD~~
~~**155.** Catherine K. v. Los Angeles USD~~
~~**156.** Hania H. v. Los Angeles USD~~
~~**157.** Subhan H. v. Los Angeles USD~~
~~**158.** Chloe H. v. Los Angeles USD~~
~~**159.** Camden H. v. Los Angeles USD~~
~~**160.** Jack M. v. Los Angeles USD~~
~~**161.** Leila M. v. Los Angeles USD~~
~~**162.** Amelia A. v. Los Angeles USD~~
~~**163.** Olivia A. v. Los Angeles USD~~
~~**164.** Haylee G. v. Los Angeles USD~~
~~**165.** Adrian G. v. Los Angeles USD~~

JULY 29

3:00 Special Board Meeting

Expulsion Appeal

Case No. 2425-0004 v. Lancaster SD

AUGUST 5 - CANCELLED **2025**

AUGUST 9
8:00 am – 1:00 p.m. County Board/Executive Cabinet Retreat – Natural History Museum

AUGUST 12
3:00 Board Meeting
Rpt: 45-Days Budget Revision Report
Rpt: Update on the Business Enhancement System Transformation (BEST) Project
Consent Rec: Approval of Certification of Signatures - 2025-26
Consent Rec: Approval of Comprehensive School Safety Plans (CSSPs) for the Division of Student Programs with Attached Staff Report (Enclosure)
Rec: Approval of Adoption of Textbooks and Instructional Materials List for Educational Programs Schools
Rec: Approval of Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report
Rec/Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Material Revision for *Los Angeles Leadership Academy*

Interdistrict Appeal
1. ~~Leeroy B. v. Los Angeles USD (Hebrew Interpreter)~~
2. Martin I. v. Los Angeles USD (Arabic Interpreter)
3. Grace C. v. Azusa USD (Mandarin Interpreter)
4. Alma H. M. v. Los Angeles USD (Spanish Interpreter)
5. Karina A. v. Los Angeles USD (Spanish Interpreter)
6. Jeimmy A. v. Los Angeles USD (Spanish Interpreter)
7. Pablo L. v. Los Angeles USD (Spanish Interpreter)
8. Christopher G. v. Los Angeles USD (Spanish Interpreter)
9. Julio L. v. Los Angeles USD (Spanish Interpreter)
10. Erick S. v. Azusa USD (Spanish Interpreter)
11. Daniela E. v. Bonita USD (Spanish Interpreter)
12. Daniel H. G. v. Los Angeles USD (Spanish Interpreter)
13. Sophia C. v. Inglewood USD (Spanish Interpreter)
14. Alexis M. v. Inglewood USD (Spanish Interpreter)
15. Samue C. v. Inglewood USD (Spanish Interpreter)
16. Sophia O. v. Inglewood USD
17. Pedro S. v. Inglewood USD
18. Alexandra M. v. Inglewood USD
19. Carissa F. v. Inglewood USD
20. Jocelyn F. v. Inglewood USD
21. Mateo V. P. v. Inglewood USD
22. Roseyarely H. v. Inglewood USD
23. Yasiel L. v. Inglewood USD
24. Sofia V. v. Inglewood USD
25. Deilah S. v. Inglewood USD
26. Ava H. v. Inglewood USD
27. Kendell H. v. Inglewood USD
28. Isabella C. v. Inglewood USD
29. Alexandra M. v. Inglewood USD
30. Christopher E. v. El Rancho USD
31. Natalie C. v. Covina-Valley UD
32. Samantha C. v. Covina-Valley UD
33. Agustin C. v. Covina-Valley UD
34. Arian B. v. Covina-Valley UD
35. Mikaela C. v. West Covina USD
36. Haelyn L. v. Azusa USD
37. Jessie B. v. Azusa USD
38. Journey B. v. Azusa USD
39. Oliver D. v. Azua USD
40. Aura H. v. Azusa USD
41. Malena C. v. Azusa USD
42. Daniel U. v. Azusa UD
43. Damian U. v. Azusa USD
44. Stella L. v. Azusa USD
45. Eziquio L. v. Azusa USD
46. Reyansh P. v. Glendora USD
47. Jaylene C. v. Pomona USD
48. Alyssa M. v. El Monte UHSD
49. Richard C. v. Bassett USD
50. Elijah S. v. Bassett USD
51. Esmeralda C. v. Bassett USD
52. Alexis G. v. Bassett USD
53. Darla C. v. Bassett USD
54. Robert T. v. Bassett USD
55. Mathias S. v. Long Beach USD
56. Elijah S. v. Long Beach USD
57. Karen D. D. v. Long Beach USD
58. Kai C. v. Long Beach USD
59. Isabella J. v. San Gabriel USD
60. Kylie Y. v. San Gabriel USD
61. Dashiell B. Manhattan Beach USD
62. Melody C. v. Compton USD
63. Emilia C. v. Compton USD
64. Eliana H. S. v. Compton USD
65. Adan R. v. Los Angeles USD
66. Erow A. v. Los Angeles USD
67. Koinonia G. v. Los Angeles USD
68. Timothy S. v. Los Angeles USD
69. Harper K. v. Los Angeles USD
70. Zena R. v. Los Angeles USD
71. Amy R. B. v. Los Angeles USD
72. Jessica S. v. Los Angeles USD
73. Luk M. v. Los Angeles USD
74. Mila V. v. Los Angeles USD
75. Jude S. v. Los Angeles USD
76. Luan H. U. v. Los Angeles USD
77. Zoey R. R. v. Los Angeles USD
78. Soleil S. v. Los Angeles USD
79. Brooke B. v. Los Angeles USD
80. Kaito L. T. v. Los Angeles USD
81. Cameron C. v. Los Angeles USD
82. Sevyn P. v. Los Angeles USD
83. Da'Miyah T. v. Los Angeles USD
84. Yoselin R. v. Los Angeles USD
85. Austin L. v. Los Angeles USD
86. Isagani C. v. Los Angeles USD
87. Jose E, C. v. Los Angeles USD
88. Elianna B. D. v. Los Angeles USD
89. Jeremiah H. v. Los Angeles USD
90. Erica S. B. v. Los Angeles USD
91. Keira H. v. Los Angeles USD
92. Ciel G. v. Los Angeles USD
93. Emily A. v. Los Angeles USD
94. Luc B. v. Los Angeles USD
95. Nikolas R. v. Los Angeles USD
96. Nila T. v. Los Angeles USD
97. Sofia G. v. Los Angeles USD

AUGUST 12 (Cont'd) **2025**
Interdistrict Appeal (Cont'd)
98. Thea R. v. Los Angeles USD
99. Isadora M. B. v. Los Angeles USD
100. Ceethree B. v. Los Angeles USD
101. Christian C. v. Los Angeles USD
102. Jordi F. v. Los Angeles USD
103. Victoria V. v. Los Angeles USD
104. Ethan T. v. Los Angeles USD
105. Gianna G. v. Los Angeles USD
106. Quicny T. v. Los Angeles USD
107. Benjamin M. v. Los Angeles USD
108. Damien D. v. Los Angeles USD
109. Alysson M. v. Los Angeles USD
110. William M. v. Los Angeles USD
111. Ahmari H. v. Los Angeles USD
112. Julius M. v. Los Angeles USD
113. Andrew N. v. Los Angeles USD
114. Aiziah G. v. Los Angeles USD
115. Alrik C. v. Los Angeles USD
116. Shaya B. v. Los Angeles USD
117. Bailey W. v. Los Angeles USD
118. Anderson P. v. Los Angeles USD
119. Naima S. v. Los Angeles USD
120. Isabella K. M. v. Los Angeles USD
~~121.~~ Pharoah J. v. Los Angeles USD
~~122. Aaron B. C. v. Los Angeles USD~~
123. Sayed R. S. v. Los Angeles USD
124. Melody M. v. Los Angeles USD
125. Coleton A. v. Los Angeles USD
126. Maya N. v. Los Angeles USD
127. Derreon L. v. Los Angeles USD
128. Zaman R. v. Los Angeles UD
129. Catrice B. v. Los Angeles USD
130. Ayanawa B. P. v. Los Angeles USD
131. Coory W. T. v. Los Angeles USD
132. Jocelyn L. v. Los Angeles USD
133. Aaron T. v. Los Angeles USD
134. Aaron M. P. v. Los Angeles USD
135. Eliyah S. v. Los Angeles USD
136. Leonardo P. v. Los Angeles USD
137. Janeliz M. v. Los Angeles USD
138. Eliyah S. v. Los Angeles USD
139. Leonardo P. v. Los Angeles USD
140. Janeliz M. v. Los Angeles USD
141. Jahaira L. v. Los Angeles USD
142. Dulce M. v. Los Angeles USD
143. Faith O. v. Los Angeles USD
144. Kensli G. v. Los Angeles USD
145. Luna D. v. Los Angeles USD
146. Cash M. v. Los Angeles USD
147. Maddox F. v. Los Angeles USD
148. Nathan R. v. Los Angeles USD
149. Ogan S. v. Los Angeles USD
150. Bella C. v. Los Angeles USD
151. E. Greyson P. v. Los Angeles USD
152. Phoenix P. v. Los Angeles USD
153. Natalie C. v. Los Angeles USD
154. Isabella B. v. Los Angeles USD
155. Sergio S. v. Los Angeles USD
156. Orion R. v. Los Angeles USD
157. Marisa M. v. Los Angeles USD
158. Madison M. R. v. Los Angeles USD
159. Tiago J. v. Los Angeles USD
160. Antonio P. v. Los Angeles USD
161. Mii'Queen B. v. Los Angeles USD
162. Lily C. v. Los Angeles USD
163. Abigail C. v. Los Angeles USD
164. Zeonna M. J. v. Los Angeles USD
165. Jabari M. J. v. Los Angeles USD
166. Zaliyah M. J. v. Los Angeles USD
167. Hania H. v. Los Angeles USD
168. Subhan H. v. Los Angeles USD
169. Chloe H. v. Los Angeles USD
170. Camden H. v. Los Angeles USD
171. Jack M. v. Los Angeles USD
172. Leila M. v. Los Angeles USD
173. Amelia A. v. Los Angeles USD
174. Olivia A. v. Los Angeles USD
175. Haylee G. v. Los Angeles USD
176. Adrian G. v. Los Angeles USD
177. Maksim R. v. Los Angeles USD
178. Miroslav R. v. Los Angeles USD
179. Andrew D. v. Los Angeles USD
180. Arman D. v. Los Angeles USD
181. Hailey F. v. Los Angeles USD
182. Melissa F. v. Los Angeles USD
183. Kalito S. J. v. Los Angeles USD
184. Esperanza S. J. v. Los Angeles USD
185. Natalia S. v. v. Los Angeles USD
186. Nayeli S. v. Los Angeles USD
187. Jacob E. v. Los Angeles USD
188. Abigail E. v. Los Angeles USD
189. Jaden M. v. Los Angeles USD
190. Natalia M. v. Los Angeles USD
191. Eliel M. v. Los Angeles USD
192. Everly M. v. Los Angeles USD
193. Madelyn C. v. Los Angeles USD
194. Aubrey C. v. Los Angeles USD
195. Maisy C. v. Los Angeles USD
196. Landyn W. v. Los Angeles USD
197. Travis W. v. Los Angeles USD

~~Expulsion Appeal~~
~~1. Case No. 2425-0005 v. Manhattan Beach USD~~

AUGUST 19 **2025**

3:00 Board Meeting

Consent Rec: Adoption of Resolution No. __ Attendance Awareness Month – September 2025

Consent Rec: Approval of Board Resolution No. __ in Recognition of National Hispanic Heritage Month – September 2025

Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Day on September ___, 2025

Consent Rec: Approval of Board Resolution No. __ Proclaiming September as Suicide Prevention Awareness Month

Interdistrict Attendance Appeal

1. Faora L. v. Pasadena USD (Chinese Interpreter)
2. Jacques M. v. Los Angeles USD (Spanish Interpreter)
3. Anderson A. O. v. Inglewood USD (Spanish Interpreter)
4. Adeline A. O. v. Inglewood USD (Spanish Interpreter)
5. Zak B. v. Pasadena USD
6. Tyler H. v. Pasadena USD
7. Halen S. v. Pasadena USD
8. Julian S. v. West Covina USD
9. Jules S. v. ABCUSD
10. Leeah Y. v. Alhambra USD
11. Keenan Y. v. Alhambra USD
12. Tyler L. v. San Marino USD
13. Melanie P. S. v. Azusa USD
14. Brion B. v. Inglewood USD
15. Bryce S. v. Inglewood USD
16. Devona F. v. Inglewood USD
17. Itzel B. v. Inglewood USD
18. Masen S. v. Inglewood USD
19. Nylah A. v. Inglewood USD
20. Landon C. v. Inglewood USD
21. Sebastian V. v. Inglewood USD
22. Antonio P. v. Inglewood USD
23. Liam P. v. Inglewood USD
24. Ayanna L. v. Inglewood USD
25. Jurnee G. v. Inglewood USD
26. Jayce G. v. Inglewood USD
27. Jaxson G. v. Inglewood USD
28. Aniyah C. C. v. Los Angeles USD
29. Ja'coby W. v. Los Angeles USD
30. Iris D. v. Los Angeles USD
31. Mia D. v. Los Angeles USD
32. Ariana F. v. Los Angeles USD
33. Josiah J. v. Los Angeles USD
34. XavierM. v. Los Angeles USD
35. Simone A. v. Los Angeles USD
36. Stefen S. v. Los Angeles USD
37. Cora S. v. Los Angeles USD
38. Wizdom B. v. Los Angeles USD
39. Shawn B. v. Los Angeles USD
40. Khali S. v. Los Angeles USD
41. Princexavier S. v. Los Angeles USD
42. Iliver H. v. Los Angeles USD
43. Katalina W. F. v. Los Angeles USD
44. Trinity B. v. Los Angeles USD
45. Selah V. v. Los Angeles USD
46. Zion J. v. Los Angeles USD
47. Ethan L. v. Los Angeles USD
48. Emma A. v. Los Angeles USD
49. Romi S. V. v. Los Angeles USD
50. Chase F. v. Los Angeles USD

AUGUST 19 **2025**

Interdistrict Attendance Appeal (Cont'd)

51. Liv M. v. Los Angeles USD
52. Kemya S. v. Los Angeles USD
53. Ethan M. v. Los Angeles USD
54. Zander G. v. Los Angeles USD
55. Oliver M. L. v. Los Angeles USD
56. Elena P. v. Los Angeles USD
57. Astrid W. v. Los Angeles USD
58. Saa Z. v. Los Angeles USD
59. Zahir T. P. v. Los Angeles USD
60. Rafael P. v. Los Angeles USD
61. Ever A. v. Los Angeles USD
62. Zacharie C. v. Los Angeles USD
63. Adam C. v. Los Angeles USD
64. Skyler C. v. Los Angeles USD
65. Kylee C. v. Los Angeles USD

Expulsion Appeal

Case No. 2425-0005 v. Manhattan Beach USD

SEPTEMBER 2 **2025**
3:00 Board Meeting

SEPTEMBER 9
3:00 Board Meeting
Public Hearing (Time Certain 4 p.m.): On 2025-26 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools)
Presentation: Learn and Earn Mentor Program Recognition
Consent Rec: Adoption of Board Resolution No. __ to Recognize Sunday, Sept 15, 2025 to Saturday, Sept 21, 2025 as National Community Schools Coordinators Appreciate Week (CAW) – ***CSI***
Consent Rec: Adoption of Board Resolution No. __: Clean Air Day
Rec: Recommendation for Adoption of Resolution No. ___ for 2025-26 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools) with Attached Staff Report
~~**Rec:** Approval of the Head Start and Early Learning Division Carryover Request from 2021-22 to 2022-23 with Attached Staff Report~~

September 1, 2025: Labor Day

SEPTEMBER 16 **2025**
3:00 Board Meeting
Presentation: Learn and Earn Mentor Program Recognition
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: 2025-26, to Recognize October ____, 2025, as Week of the School Administrator in Los Angeles County
Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2025 as Filipino American History Month
Consent Rec: Adoption of Board Resolution No. __ to Recognize October ___, 2025, as Larry Itliong Day
Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2025 as National Bullying Prevention Month
Consent Rec: Adoption of Board Resolution No. __: Digital Citizenship Week, October 20-24, 2025
Consent Rec: Adoption of Board Resolution No. __: National Disability Employment Awareness Month, October 2025
Consent Rec: Adoption of Board Resolution No. __: National Dropout Prevention Month, October 2025
Consent Calendar: Approval of Board Resolution No. _: Cybersecurity Month, October 2025
Consent Rec: Approval of Board Resolution No. ___ in Recognition of National Child Health Day on October 7, 2025
Consent Rec: Adoption of Board Resolution No. ___: United Against Hate Week
Consent Rec: Adoption of Board Resolution No. ____ in Recognition of Head Start Awareness Month, October 2025

OCTOBER 7 **2025**
3:00 Board Meeting
Rpt: Report on Policies

OCTOBER 14 **2025**
3:00 Board Meeting
Presentation: Week of the School Administrator in Los Angeles County
Consent Rec: Adoption of Board Resolution No. _: 2025-26 GANN Limit – ***BS***
Rec: Approval of First Reading of Policies
Rec: Approval of LACOE FY 2025-26 Unaudited Actuals Financial Reports

OCTOBER 21
3:00 Board Meeting
Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, July 1 to September 30, 2025
Consent Rec: Adoption of Board Resolution No. __: National Homeless Youth Awareness Month, November 2025
Consent Rec: Adoption of Board Resolution No. __: California Sikh American Awareness and Appreciation Month, November 2025
Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Heritage Month, November 2025
Consent Rec: Approval of Board Resolution No. __ in Recognition of the 50th Anniversary of The Individuals with Disabilities Education Act (IDEA) , November 29, 2025
Rec: Approval of Second Reading and Adoption of Policies

NOVEMBER 4 **2025**	**NOVEMBER 11 (Holiday)** **2025**
3:00 Board Meeting *November 11, 2025: Veteran's Day* *November 26, 2025: In Lieu of Admission Day* *November 27, 2025: Tha*nksgiving Day November 28, 2025: The day after Thanksgiving Day	**NOVEMBER 18** 3:00 Board Meeting **Rpt:** Update on the Business Enhancement System Transformation (BEST) Project **Rpt:** Williams Legislation 2025 Annual Report of Findings for the 2025-26 School Visits and Monitoring **Consent Rec:** Adoption of Board Resolution No. __: National Special Education Day, December 2, 2025 **Consent Rec:** Adoption of Board Resolution No. __: International Migrants Day, December __, 2025 **Consent Rec:** Adoption of Board Resolution No. __: Computer Science Week: December 8-14, 2025 **Rec:** Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report **Rec:** LACOE 2025-26 State Legislative Agenda

DECEMBER 2 **2025**	**DECEMBER 9** **2025**
3:00 Board Meeting **Rec:** Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2025-26 with Attached Staff Report *December 24, 2025: Christmas Eve* *December 25, 2025: Christmas Day* *December 31, 2025: New Year's Eve*	**2:30** Board Audit Committee Meeting 3:00 Board Meeting **Rec:** Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2025 (Enclosure) **Rec:** Approval of First Interim Report 2025-26 With Attached Staff Report (Enclosure) **DECEMBER 16** 3:00 Board Meeting **Consent Rec:** Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January __, 2026 **Consent Rec:** Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January __, 2026 **Consent Rec:** Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2026 **Consent Rec:** Adoption of Board Resolution No. ___: International Holocaust Remembrance Day **Rec:** Approval of Head Start and Early Learning Division 2025-26 **State Programs** Continued Funding Application with Attached Staff Report

7/15/25

JANUARY 6 **2026**
3:00 Board Meeting
Consent Rec: Approval of Board Resolution No. 26 to Recognize Religious Freedom Day 2026

January 1, 2026: New Year's Day
January 19, 2026: Martin Luther King, Jr. Day

JANUARY 13 **2026**
3:00 Board Meeting
Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December ___, 2026
Rpt: Local Control and Accountability Plan Parent Engagement Update
Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)

JANUARY 20
3:00 Board Meeting
Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards
Rpt: Update on the Business Enhancement System Transformation (BEST) Project
Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February ____, 2026
Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2026
Consent Rec: Adoption of Board Resolution No. 29 to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions

FEBRUARY 3 **2026**
3:00 Board Meeting

FEBRUARY 10
3:00 Board Meeting
Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education
Presentation: Recognition of National School Counselors in Los Angeles County
Rpt: Mid-Year Update for LCAP to the School Year 2025-26

February 16, 2026: President's Day

FEBRUARY 17 **2026**
3:00 Board Meeting
Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites
Rpt: Preview of 2025-26 Annual Report of Performance Data for LACOE-Operated Educational Programs
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March __, 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March __, 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March __, 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Cesar Chavez Day, March __, 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: World Disability Day, March 15, 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: World Down Syndrome Day, March 21, 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2026
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women's History Month, March 2026
Rec: Approval of Educational Programs 2025-26 Textbooks and Instructional Materials Disposal List

MARCH 3 **2026**	**MARCH 17** **2026**
3:00 Board Meeting **Rpt:** Report on Policies **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: to establish a week during the Month of April 2026 as Public Schools Month **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: Autism Awareness Day, April 2, 2026 **MARCH 10** 3:00 Board Meeting **Rec:** Approval of First Reading of Policies **Rec:** Approval of Second Interim Report 2025-26 With Attached Staff Report (Enclosure) *March 30, 2026: Cesar Chavez Day*	3:00 Board Meeting **Presentation:** Visual and Performing Arts Presentation **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: Declaring April as "Sexual Assault Awareness Month" and April ____, 2026 as "Denim Day" at the Los Angeles County Office of Education **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: Dolores Huerta Day, April ___, 2026 **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April __, 2026 **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2026 **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. 40: Recognizing Earth Day as April __, 2026 **Consent Rec:** Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2026 **Rec:** Approval of Second Reading and Adoption of Policies **Rec:** 2025-26 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report **Rec:** Approval of Head Start/Early Head Start 2026-27 Consolidated Funding Application with Attached Staff Report

APRIL 7 **2026**	**APRIL 21** **2026**
3:00 Board Meeting **APRIL 14** **2:30** Board Audit Committee Meeting 3:00 Board Meeting **Rpt:** Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2026	3:00 Board Meeting **Presentation:** 2025-26 Los Angeles County Academic Decathlon Winners **Rpt:** Update on the Business Enhancement System Transformation (BEST) Project **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __ to recognize May __, 2026, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __ to recognize May _____, 2026 as Classified School Employees Week in Los Angeles County **Consent Rec/Bd. Res.:** Adoption of Board Resolution No. __: May Day, May __, 2026 **Consent Rec:** Adoption of Board Resolution No. __: to recognize May __, 2026, as National School Nurse Day **Consent Rec:** Adoption of Board Resolution No. __: to recognize May 1, 2026, as Inclusive Post Secondary Education Day **Consent Rec:** Adoption of Board Resolution No. __: to recognize May 2026, as National Foster Care Month **Consent Rec:** Adoption of Board Resolution No. __: Asian American and Pacific Islander Heritage Month, May 2026 **Consent Rec:** Adoption of Board Resolution No. __: to recognize May ___, 2026 as Harvey Milk Day **Consent Rec:** Adoption of Board Resolution No. __: National Mental Health Month, May 2026 **Consent Rec:** Resolution No. __ to Recognize May 2026 as Jewish American Heritage Month **Rpt:** Approval of Head Start and Early Learning Division Budget Revision – Non-Federal Match Waiver Request with Attached Staff Report

MAY 5 **2026**

3:00 Board Meeting
Presentation: Day of the Teacher 2026
Presentation: History Day Awards 2026

May 25, 2026: Memorial Day

MAY 12 **2026**

3:00 Board Meeting
Presentation: Recognition of Classified School Employees Week
Presentation: Recognition of the 2026 Los Angeles County Regional Spelling Bee
Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2026-27 Fiscal Year

MAY 19

3:00 Board Meeting
Presentation: Recognition of 2025-26 Science and Math Competition and Other Events
Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2026
Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2026

JUNE 2 **2026**

3:00 Board Meeting
Rpt: Budget Report – Estimated Actuals
Rpt: Report on Policies
Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds
Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2026
Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants
Rec: Adoption of Board Resolution No.__: Short-term Cash Loan to School Districts in Los Angeles County – ***BS***
Rec: Approval of the Los Angeles County Board of Education Schedule, 2026-2027, Establishment of meeting times, future agenda items, follow up

JUNE 9

3:00 Board Meeting
Public Hearing: Local Control and Accountability Plan (LCAP)
Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)
Public Hearing: 2026-27 Proposed Budget
Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs
Rpt: Los Angeles County Office of Education's Proposed Budget 2026-27 (Enclosure)
Rec: Approval of First Reading of Policies
Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA

June 19, 2026: Juneteenth Day

JUNE 16 **2026**

3:00 Board Meeting
Presentation: Academic Bowl 2026
Rpt: Local Control Funding Formula (LCFF) Local Indicators Report
Consent Rec: Adoption of Board Resolution No.__: 2026-27 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – ***BS***
Rec: Approval of Second Reading and Adoption of Policies
Rec: Adoption of Local Control Accountability Plan (LCAP)
Rec: Adoption of 2026-27 Proposed Budget
Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report

Board Meeting – July 15, 2025

Item IX. Interdistrict and Expulsion Appeal Hearings

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On June 24, 25, 26, 27, and 30, 2025, the Administrative Hearing Consultant(s) heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

Interdistrict
Attendance Permit Appeal(s)

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Evelyn M. ^	Mr. Tom Steele	9	Ms. Alma Martinez, mother	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Covina-Valley USD
2. Angel M. G. ^	Mr. Tom Steele	10	Mr. Adolfo Medina and Ms. Roxana Gonzalez, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Covina-Valley USD
3. Brenda M. ^	Mr. Tom Steele	9	Mr. Adolfo Medina and Ms. Roxana Gonzalez, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Covina-Valley USD
4. Hailey G.	Mr. Steve Tabor	TK	Mr. Israel Gutierrez and Ms. Tanya Smith, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Covina-Valley USD
5. Mason G.	Mr. Tom Steele	TK	Ms. Sarah Camarena and Mr. Julius Garcia, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Covina-Valley USD
6. Ian T.	Mr. Tom Steele	K	Mr. Nicholas Traboulay, father	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Glendora USD
7. Wendy H.	Mr. Steve Tabor	K	Mr. Hector Huerta and Mrs. Julie Huerta, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Covina-Valley USD
8. Gustavo F.	Mr. Tom Steele	2	Mr. Gustavo Flores, Sr. and Mrs. Gabriela Flores, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Bonita USD

^*Interpreter Requested*

Interdistrict
Attendance Permit Appeal(s)

9.	Sofia F.	Mr. Tom Steele	1	Mr. Gustavo Flores, Sr. and Mrs. Gabriela Flores, parents	**Azusa USD**	Ms. Erin Kremer, Administrator of Student Support Services and Special Ed	Bonita USD
10.	Nicholas B.	Ms. Angela Chandler	8	Mr. William Brown and Mrs. Erika Novak-Brown, parents	Los Angeles USD	Mr. Hagop (Ago) Eulmessekian, Director of Student Support Services	**Glendale USD**
11.	Cora Q.	Mr. Tom Steele	6	Ms. Cynthia Castro, mother	Pomona USD	Mr. Steven Patterson, Senior Director of Student Services	**Bonita USD**

^*Interpreter Requested*