Charter Petition for
Ánimo Venice
Charter High School
California Public Charter Schools
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GREEN DOT PUBLIC SCHOOLS – EXECUTIVE SUMMARY

Strategy for Transforming Los Angeles Secondary Public Education
Green Dot Public Schools (“Green Dot”), a non-profit charter management organization, is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in 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 about the need for high quality, small public high schools. Ultimately, Green Dot’s success will help ensure that all young adults in California receive the education they deserve to prepare themselves for college, leadership and life.

Green Dot operates 19 successful charter schools, serving nearly 10,000 students, in some of the highest-need areas in greater Los Angeles. Our schools are located in the following communities: South Los Angeles, Watts, Boyle Heights, Inglewood, Lennox and Venice. Through our work at the high school level, we have recognized the need to enter students into our program earlier in their educational careers in order to ensure they are academically prepared for our high school program and ultimately college; therefore we made the decision to open our first Green Dot middle school in 2010 and have expanded to five middle schools since then.

New School Model for Urban High Schools
Every Green Dot school will graduate young adults that are life-long learners, prepared for college, responsible and culturally aware. To ensure great results, all schools are opened and operated using Green Dot’s proven school model:

- **Small Schools:** Schools of 550 - 700 students, with target student/teacher ratios of 25:1.
- **Quality Teaching and Instruction:** Consistent use of core instructional strategies with our administrators focused on instructional leadership.
- **Master Scheduling that Meets the Needs of Students:** Demanding college prep education aligned to University of California A-G requirements for all students with intensive interventions built into the school day.
- **Data-driven Decision Making:** Results and accountability are demanded from all schools and employees and frequent assessments of students to measure growth.
- **College and Career-Ready Culture:** Backwards planning from college expectations to drive the rigor of instruction and the expectations for students, and explicit actions taken by staff to ensure that a college-for-certain culture permeates throughout the school community.
- **Substantial Family Involvement:** Parents and guardians are integrated into the management of schools and must participate actively in their children’s education.

All schools that Green Dot opens and operates are based on the school model that Green Dot has developed over the past thirteen years. Green Dot’s school model has been created to ensure that Green Dot can consistently open high-quality schools in which students are being prepared for college, leadership and life. There are two main components of a Green Dot’s school—our core values and school model. Our core values are: an unwavering belief in the potential of all students, a passion for excellence, a culture of respect for each other, for our school community, and for the community at large and active involvement from all stakeholders (parents, students, teachers and administrators). Our school model has 4 elements for a successful school: 1) quality teaching and instruction, 2) master scheduling focusing on student needs, 3) data-driven decision making and 4) college-going culture. All schools must follow our core values and all components of a successful Green Dot school.
Results of Existing Schools

Green Dot has opened 19 charter schools in the Los Angeles area, beginning with Ánimo Leadership in the fall of 2000. Green Dot has a proven track record of successfully serving the highest-need students in Los Angeles. All nineteen schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than comparable schools in standardized test scores, graduation rates, and college matriculation.

Graduation and College Acceptance

Green Dot schools have produced outstanding results: 76% of our graduating seniors are attending two- or four-year colleges. The graduation rates from our schools significantly outpace those of the schools where our students would have previously attended.

The Right Team to Lead Public High School Reform

**Marco Petruzzi – Chief Executive Officer**

Marco Petruzzi is the Chief Executive Officer of Green Dot Public Schools. He originally joined Green Dot as President and Chief Operating Officer in January 2007. Prior to Green Dot, Marco founded r3 school solutions, an organization that provided management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Vice President at Bain & Co., a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments, in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Co. and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in four languages (English, Spanish, Portuguese and Italian). Marco, an active community member, is married and has two children, both attending public schools. He is also the Venice chapter president of LAPU (Los Angeles Parents Union) and served on Green Dot's Board of Directors from 2002 until 2006.

**Dr. Cristina de Jesus – President & Chief Academic Officer**

Dr. Cristina de Jesus is Green Dot's President and Chief Academic Officer. She currently oversees all academic programs, curriculum development, human capital and training programs for administrators and teachers. She previously served for two years as Vice President of Curriculum and Instruction, and for four years as the founding principal at Ánimo Inglewood Charter High School, Green Dot's second school. Prior to joining Green Dot, Cristina was an English and History teacher for seven years in the Santa Monica/Malibu School District. While in Santa Monica, she served as the Department Chair for the English Department at Lincoln Middle School. She also received many awards while at Lincoln Middle School: Lincoln Middle School Teacher of the Year, Santa Monica Jaycees Young Educator of the Year, and a PTSA award for service to the school and the community. In 2001, she received National Board Certification from the National Board of Professional Teaching Standards in Early Adolescence English/Language Arts. She has earned a Masters of Education, a Masters of Education Administration, and her doctorate in Educational Leadership from UCLA.

**Sabrina Ayala – Chief Financial Officer**

Sabrina Ayala is the Chief Financial Officer of Green Dot Public Schools and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings to Green Dot ten years of Wall Street experience. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader.
with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

Working with Teachers Union to Drive Change:
As part of a comprehensive strategy to drive change, Green Dot is practicing union reform with its teachers in hopes that it will help provide an example of cooperation in public education. Teachers at Green Dot’s schools have organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA). Green Dot management and the Asociación signed a three-year contract that is a clear example of union reform. Key reforms written into the contract and agreed to by the union were: no tenure, teacher performance evaluations, professional work days (no defined minutes) and flexibility to adjust the contract over time. 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.
ASSURANCES AND AFFIRMATIONS

Ánimo Venice Charter High School (hereinafter “Ánimo Venice” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 47605(d)(1)

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

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
ELEMENT 1: THE EDUCATIONAL PROGRAM

CA Education Code 47605 (b)(5)(A)(i)
A description of the educational program of the school, designed, among other things, to identify those whom the 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.

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

GENERAL INFORMATION

- The contact person for Ánimo Venice is Andrea Steffan.
- The contact address for Ánimo Venice is 820 Broadway Street, Venice, CA 90291.
- The contact phone number for Ánimo Venice is (310) 392-8751.
- The proposed address or target community of Ánimo Venice is 820 Broadway Street, Venice, CA 90291, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center XR.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 9-12.
- The number of students in the first year will be 588.
- The grade level(s) of the students in the first year will be 9th-12th grade.
- The scheduled opening date of Charter School was July 1, 2003. The scheduled opening date of the academic school year after charter renewal is June 16, 2014 for summer programs and August 12, 2014 for student instruction.
- The admission requirements include: See Element 8.
- The enrollment capacity is 600. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: See Page 61.
- The bell schedule for Charter School will be: See Page 59.
- If space is available, traveling students will have the option to attend.

Mission Statement
The mission of Ánimo Venice Charter High School (“Ánimo Venice” or “Charter School”) is to prepare students for college, leadership and life through innovative instruction, a rigorous curriculum and the use of technology. At Ánimo Venice, we are committed to the education, and social and economic success of students who historically are unlikely to attend and excel at an institution of higher learning. We aim to achieve our mission by creating a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence.
Vision Statement
Ánimo Venice will create "agents of change" who will positively impact our communities. Ánimo Venice graduates will be confident, disciplined, successful, proactive leaders who will excel in college and beyond.

Community Need for Charter School
Since its opening in 2004, Ánimo Venice has existed to meet the specific needs of the community it serves. Ánimo Venice provides students in the Venice area with an alternative choice for their high school education. Ánimo Venice provides students and parents with a small school environment, personalized approach to learning, and rigorous college prep curriculum. The data dashboards and WASC self-study included with this petition as self-reflection reflect the school’s historical record of performance.

Student Population to be Served (Identification of Those Whom the School is Attempting to Educate)
Ánimo Venice shall be nonsectarian in its programs, 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. The student population served by Ánimo Venice and that are characteristic of the community are predominantly low-income, minority populations who have been traditionally underserved by local public schools. While open to all students, Ánimo Venice will make a substantial effort to recruit the underserved, low-income students in the school’s target service area of Venice. Ánimo Venice’s target school population is predominantly academically low-achieving. As such, the school’s student population contains a significant number of newcomer students and students at-risk for dropping out. The following table indicates Ánimo Venice’s target student population, including demographic data and academic achievement data. Also, please see Element 7 for more information on how Ánimo Venice will attract underserved, low-income students from the area.
High Schools

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Latino</th>
<th>% African American</th>
<th>% White</th>
<th>2013 Growth API</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venice High School</td>
<td>2075</td>
<td>66%</td>
<td>11%</td>
<td>68%</td>
<td>9%</td>
<td>14%</td>
<td>741</td>
<td>3</td>
<td>6</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Westchester High</td>
<td>131</td>
<td>46%</td>
<td>11%</td>
<td>74%</td>
<td>7%</td>
<td>10</td>
<td>704</td>
<td>3</td>
<td>9</td>
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<tr>
<td>New West Charter School</td>
<td>573</td>
<td>11%</td>
<td>9%</td>
<td>24%</td>
<td>11%</td>
<td>48%</td>
<td>911</td>
<td>10</td>
<td>0</td>
<td>Yes</td>
<td>Yes</td>
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</table>

Middle Schools

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Latino</th>
<th>% African American</th>
<th>% White</th>
<th>2013 Growth API</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
</tr>
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<tbody>
<tr>
<td>Westside Global Awareness Magnet</td>
<td>399</td>
<td>74%</td>
<td>10%</td>
<td>68%</td>
<td>22%</td>
<td>8%</td>
<td>787</td>
<td>3</td>
<td>2</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Mark Twain Middle School</td>
<td>714</td>
<td>66%</td>
<td>13%</td>
<td>73%</td>
<td>18%</td>
<td>7%</td>
<td>715</td>
<td>2</td>
<td>5</td>
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<td>Marina Del Rey Middle School</td>
<td>772</td>
<td>90%</td>
<td>14%</td>
<td>56%</td>
<td>35%</td>
<td>6%</td>
<td>743</td>
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<td>3</td>
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<tr>
<td>Ocean Charter School</td>
<td>429</td>
<td>18%</td>
<td>16%</td>
<td>20%</td>
<td>4%</td>
<td>55%</td>
<td>780</td>
<td>8</td>
<td>3</td>
<td>No</td>
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</table>

Animo Venice will serve students in grades nine through twelve. The school will matriculate approximately 165 ninth grade students each year of the charter term. When fully enrolled, the school estimates it will serve approximately 600 students in grades nine through twelve. The school’s estimate is based on incoming classes of 165 students and the historical attrition rate of Green Dot schools. The school will serve 600 students with a target enrollment of 165 students in 9th grade and approximately 145 per 10-12 grade level.

1 Data from school year 2012-2013
The Ánimo Student (A Description of What it Means to be an Educated Person in the 21st Century)
Ánimo Venice students are "agents of change," individuals who will positively impact our communities. Ánimo Venice 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. The following characteristics describe what an educated person in the 21st century is.

- **A College-Directed Learner** is someone who can think critically and analytically in order to understand complex concepts across the curriculum. A college-directed learner is one who has completed a course of study that prepares him/her for success in college, even if college is not his/her ultimate educational goal.
- **A Cultural Learner** is an individual who is prepared to excel in today’s diverse workplace. A cultural learner embraces diversity, is aware of cultural differences, unique group histories and different perspectives.
- An **Innovative Leader** will be capable of contributing to the success of his/her community through service and the ability to communicate effectively in distinct situations.
- **A Life-Long Learner** is someone who continues to learn and improve long after his/her formal educational process is complete. We believe the hallmarks of life-long learners are those who are goal-oriented in all they pursue and able to leverage technology to help them succeed.

Means to Achieve Mission and Vision (How Learning Best Occurs)
Most students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the school. Students will not fall through the cracks at Ánimo Venice. To ensure that students will receive the personalized attention they need, Ánimo Venice and all schools that Green Dot opens/operates will be based on the school model that Green Dot has developed over the past thirteen years. Green Dot’s school model has been created to ensure that the organization can consistently open high quality schools in which students are being prepared for college, leadership and life.

Green Dot’s Core Values
Green Dot’s core values are implemented across our schools through our key practices.

1) **An unwavering belief in the potential of all students.**

We do whatever it takes to prepare the highest need students for college, leadership and life, which makes us better at serving all students.

*Key practices:*
- Provide services and supports for special education students and low-level English Learners
- Invest in Clinical Services to support retention and success of troubled students
- Provide enrichment courses for high achieving and gifted students
- Provide special intervention courses based on specific needs of the population
- Provide tiered support for all students through our Response to Intervention model
2) A passion for excellence.

We value results and have built systems and processes to enable accountability and earned autonomy.

**Key practices:**
- Publicly share data (teacher and principal data from stakeholder feedback, interim assessments and standardized tests shown with comparables, student assessment results shared with all teachers)
- Structure peer observations among teachers and maintain open door policy
- Use Data Director software to give teachers and principals real-time access to data
- Run Data Days, during which Principals share success and weakness data with each other
- Focus on Key Results: Principals examine their school under the microscope of peers and supervisors, and receive feedback on strengths and areas of improvement

3) A culture of respect for each other, for our school community, and for the community at large.

We create safe learning environments for all students.

**Key practices:**
- Provide students with opportunities to develop self-discipline, cooperation, and respect for others inside and outside of the classroom
- Promote a positive school culture
- Cultivate the school’s mission, vision and core values
- Builds effective community partnerships and external relations

4) Active involvement from all stakeholders (parents, students, teachers and administrators).

All stakeholders are invited and expected to participate in their children’s education experience at Ánimo Venice.

**Key practices:**
- Parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness
- Opportunities to participate in the School Advisory Council
- Ongoing satisfaction surveys to assess stakeholders opinions and areas of improvement for the school

**School Model - Four Core Elements**
The Green Dot Home Office provides all Green Dot schools with four core elements in order to ensure a consistent level of quality. The four core elements are 1) Quality teaching and instruction, 2) Master scheduling that meets the needs of students, 3) Data-driven decision making, and 4) College-going culture. 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) Quality Teaching and Instruction
Green Dot has developed and implemented a multiple measure teaching evaluation that includes student growth, six classroom observations, and student, peer and family surveys. In 2010, Green Dot used the Charlotte Danielson Framework for Teaching as a basis to build our own College Ready Teaching Framework (CRTF). This rubric identifies five domains for effective teaching (planning, classroom environment, instruction, professionalism and developing partnerships with families). The CRTF is the basis for all teacher observation, evaluation, coaching and professional development. The implementation of the CRTF has helped Green Dot demystify the teaching practice and codify what effective teaching looks like. In addition, we have been able to develop a robust offering of individualized in-person and online supports that tie to each indicator on the rubric. Our varied and detailed approach to offering supports has enabled all teachers to improve their practice in identifiable and measurable steps.

2) Master Scheduling That Focuses On Student Needs.
Our school day has intensive interventions built into the day including: credit recovery, intensive supports for English Learners, math and literacy interventions, continuum of services for students with special needs, and essential elements of writing that aligns with the California State University (CSU) and University of California (UC) rubric.

3) Data-Driven Decision Making
There is frequent assessment of students to measure growth and to inform our Response to Intervention model. The data is also used to have explicit conversations with teachers about their performance and to help provide necessary supports for teachers.

4) College-Going Culture
Green Dot schools are centered on high expectations for all students and every student takes a rigorous college preparatory curriculum. All students are enrolled in classes meeting the University of California (UC)/California State University (CSU) A-G requirements, and courses are aligned with California State Content Standards and Common Core Standards. In order to ensure that a college-for-certain culture permeates through the school community, we have put structures in place to foster student leadership such as student council and have built supports into the school day to increase college awareness through the Advisory course and SAT preparation.

**Expected School-wide Learning Results (Goals of the Program)**
Expected School Wide Learning Results (ESLRs), 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 (Ánimo Venice) students. The ESLRs align with the Green Dot mission and each school develops its own unique ESLRs based on student, teacher and community input. Ánimo Venice completes the Green Dot school model included below:

Ánimo Venice Charter High School is committed to graduating students with the following skills and attributes that are critical for all 21st century learners:

- Understand and participate in the democratic process and recognize its value in a global context
- Are law abiding individuals
• Assess individual, group and/or community needs and choose to develop plans to meet those needs

Ánimo Venice graduates will be Effective Communicators who:
• Utilize technology as a tool for learning and communicating
• Demonstrate skills of speaking, listening, reading and writing for different purposes and in a variety of situations
• Collaborate, work effectively and manage interpersonal relationships within diverse groups and settings
• Identify and use resources effectively to gather, communicate and evaluate information

Ánimo Venice graduates will be Academic Achievers who:
• Produce quality work across the curriculum
• Are knowledgeable with regards to educational pathways and career choices
• Are eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education
• Demonstrate the critical thinking skills of application, analysis, synthesis and evaluation

Ánimo Venice graduates will be Life-long Learners who:
• Continue their education by attending post-secondary institution, reading and traveling
• Are adaptive to a wide array of professional and cultural settings
• Are goal-oriented and understand the importance of continual goal setting
• Utilize self-reflection as a tool for personal growth

Instructional Design (Curriculum and Program; How the Objective of Enabling Pupils to Become Self Motivated, Competent, Life-Long Learners are Met by the School)
Green Dot Instructional Design is based in the belief that effective teaching is the most significant factor in achieving our mission. Teaching at Green Dot requires a commitment to student learning, rigorous instruction, professional growth, and collaboration to ensure all of the students we serve are prepared for success in college, leadership, and life.

Green Dot teachers need to actively engage students in developing the skills necessary to think critically, reflect meta-cognitively, and communicate effectively so they can thrive in a variety of academic, social and professional settings. Green Dot teachers need to facilitate rigorous learning environments focused on high expectations for academic performance through the use of frequent formative assessments, targeted intervention, and ongoing teacher feedback. Teachers must possess strong content knowledge, pedagogical understanding, and the capacity to plan and deliver instruction to meet the needs of students. To support teachers with the facilitation of rigorous learning, Green Dot has developed a research-based curriculum appropriate to the student demographics it serves. This includes course offerings, textbook selections, curriculum maps, pacing guides, sample lesson and unit plans, interim assessments and intervention programs. These resources are aligned to both CA and Common Core State Standards. The Green Dot instructional design model is based on the following three research practices:
  o Planning and Preparation: based on the “Essential Elements of Effective Instruction” by Madeline Hunter.
  o Assessment and Learning: Based on “Understanding by Design: Backwards Design” by Jay McTighe and Grant Wiggins.
Green Dot teachers also need to create safe, collaborative learning environments for all students. Teachers model respect, encourage risk-taking in the learning process, and support students in the development of the intrapersonal and collaborative skills necessary to become leaders. The research based for Green Dot’s classroom and school environment is based on “Safe and Civil Schools” by Randy Sprick. At Green Dot, we believe that effective teachers know that all students can learn, grow and succeed. Our mission requires us to put an effective teacher in every classroom, every day.

The following curriculum, intervention programs, and school design represent the Green Dot model for Ánimo Venice’s academic program.

It is required that all Ánimo Venice students be enrolled in classes meeting the UC/CSU A-G requirements and all courses are aligned with State Content Standards and Common Core Standards. All students are required to earn 240 credits to graduation. Our graduation requirements emphasize the traditional subjects of Math, Science, English, Social Studies and Foreign Language, and these subjects are presented in ways that make them more responsive to the backgrounds and lives of our students. In addition, schools offer elective courses for credit to provide students a comprehensive learning experience. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Parent Handbook and meetings with counselors. Every transfer student participates in an intake meeting which includes a review of their transcript and tracking towards graduation. Every exiting student also receives a transcript to provide them 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.

Ánimo Venice is a WASC accredited school. In 2008, Ánimo Venice received a 6-year accreditation status with a mid-cycle report and a 1 day visit. Ánimo Venice has received a one year extension for its accreditation and will go through the WASC revisit in the 2014-2015 school year.

Below is a sample curriculum that outlines the offerings at Ánimo Venice.

**Outline of Ánimo Venice Curriculum**

* Indicates core classes

**NINTH GRADE**

1. Math* (Algebra 1/Geometry)  
2. Biology*  
3. English 9*  
4. Literacy Enrichment or Composition  
5. Appropriate first year Spanish course*  
6. Math Support or Visual Arts*  
7. PE/Health or Sports

**TENTH GRADE**

1. Math* (Integrated Math/Algebra 2/Geometry)  
2. Chemistry*  
3. English 10*

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4. World History* or AP European History*
5. Appropriate Spanish course* (Spanish 1-3, Spanish Native Speakers 2-3 or AP Spanish Language)
6. Advanced Composition or Academic English Essentials
7. Visual Arts*/Elective

**ELEVENTH GRADE**
1. Math* (Algebra 2/Pre-Calculus)
2. Physics*
3. English 11* or AP English Language*
4. US History*
5. Appropriate Spanish course* (Spanish 1-3, Spanish Native Speakers 2-3 or AP Spanish Language)
6. Visual and Performing Arts* (Second Year) or Sports
7. College Readiness/Cultural Relations

**TWELFTH GRADE**
1. Math* recommended (Trigonometry/Pre-Calculus/AP Calculus)
2. Anatomy & Physiology* or AP Biology*
3. English 12*, AP English Literature* or AP English Language*
4. Economics*/Government*
5. Appropriate Spanish course* (Spanish 1-3, Native Speakers 2-3, AP Language)/Recommended Elective
6. Expository Reading and Writing Course */Elective 2 (West LA) / AP Drawing or Sports
7. College Readiness/Cultural Relations

**Academic Course Descriptions**
Summary descriptions of many of the courses that are offered at a Green Dot School are found below. All courses are aligned to California content standards and Common Core standards. 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. In addition each Green Dot campus has an Ánimo Data Fellow (ADF). The ADF is a teacher-leadership position trained by the Green Dot Home Office. ADF are a resource on their campus for other teachers and will provide on-going professional development to teachers at each site on the technical skills students will need for computer-based state standardized assessments.
The History-Social Science curriculum is a well-balanced rigorous program based the California History-Social Studies Content Standards. This program provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Factors considered for UC-Approved courses that satisfy the “a” requirement include but are not limited to the assignment and evaluation of one long or numerous short, challenging, and properly-annotated research papers and a comprehensive final examination. All courses that are approved through the UC Doorways process are also CSU approved. The CSU system does not have a separate approval process. The use of college-level textbooks is encouraged.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Course Length</th>
<th>UC Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of the Americas A/B</td>
<td>10</td>
<td>YEAR</td>
<td>uca, a, cg*</td>
</tr>
<tr>
<td>World Geography A/B</td>
<td>9-12</td>
<td>YEAR</td>
<td>g</td>
</tr>
<tr>
<td>World History A/B</td>
<td>10</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>US History A/B</td>
<td>11</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>US Government A/B</td>
<td>12</td>
<td>SEMESTER</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>World History Honors A/B</td>
<td>10</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>US History Honors</td>
<td>11</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>US Government Honors</td>
<td>12</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>AP World History A/B</td>
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<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>AP US History A/B</td>
<td>11</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
<tr>
<td>AP US Government A/B</td>
<td>12</td>
<td>YEAR</td>
<td>uca, a, cg</td>
</tr>
</tbody>
</table>

*Uca, a, cg* refers to the following: uca = UC Approved, a = History requirement, cg = CAL grant
In this course students study the major turning points that shaped the Americas, from North America to South America beginning from the pre-colonial societies through the present, including the colonization and the emergence of independence movements. They will develop an understanding of cultural, political, social and economic continuities and change in modern day Latin America through a historical context. Students will consider multiple accounts in order to understand the complexity of perspective and develop critical thinking. The History Standards will be applied in conjunction with 10th grade California State Standards.

This is a study of people, places and environment from a physical and cultural perspective. Through a variety of classroom activities, students will gain an appreciation and understanding of the interdependent world in which they live. Students will analyze and evaluate the connection between their local and global communities. The course will emphasize the practical and responsible application of geography to life situations.

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.

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.

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.

UC APPROVED (uca, a, cg) 4

NOT UC APPROVED (g)

UC APPROVED (uca, a, cg)

UC APPROVED (uca, a, cg)

UC APPROVED (uca, a, cg)

UC APPROVED (uca, a, cg)

UC APPROVED (uca, a, cg)
DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP WORLD HISTORY.  

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

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

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

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

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5 Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
6 Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
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.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Course Length</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English 9 A/B</td>
<td>9</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>English 10 A/B</td>
<td>10</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>English 11 A/B</td>
<td>11</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>English 12 A/B</td>
<td>12</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>World Literature A/B</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>English 10 A/B Honors</td>
<td>10</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>English 11 A/B Honors</td>
<td>11</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>World Literature Honors A/B</td>
<td>12</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
<tr>
<td>AP English Language and Composition A/B</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
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<tr>
<td>AP English Literature and Composition A/B</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucb, b, cg</td>
</tr>
</tbody>
</table>

ENGLISH 9 A – 2001
ENGLISH 9 B – 2002

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.

ENGLISH 10 A – 2003
ENGLISH 10 B – 2004

UC APPROVED (ucb, b, cg)
English 10A/B is an English preparatory reading and writing course. Students read a variety of texts including fiction, expository, poetry, and informational documents. 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 10th-grade level text. Writing instruction focuses on strategies to enable students to create coherent and relevant text, including a variety of essays, journals, and letters which address the 10th-grade writing application standards and which are necessary to post-secondary college and career requirements.

ENGLISH 11 A – 2005
ENGLISH 11 B – 2006

UC APPROVED (ucb, b, cg)
The English 11/American Literature course is intended to prepare students for the challenging demands of any university English program. Students will explore the ideas 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. Students will develop their communication skills via a variety of discussions, debate topics, oral presentations and essay topics. Students are expected to analyze and interpret various texts and articulate their ideas on various class discussion and debate topics. Students are expected to perform a high level of critical thinking and application of sophisticated communication skills as they analyze a variety of discussion topics and literature forms.

ENGLISH 12 A – 2010
ENGLISH 12 B – 2011

UC APPROVED (ucb, b, cg)
The English 12 class is designed to cover British and World literature for twelfth-grade students. The course will begin with...
the Anglo-Saxon period and cover core texts from time periods including the Middle Ages, Renaissance, Romanticism, the Victorian Period and the present. Students will develop analytical skills by comparing themes across the different time periods and the philosophies driving each period. Students will continue to develop the writing skills from previous courses including narrative, expository, persuasive and descriptive writing. Oral presentations will be a key component of the class, as students will be required to participate in debates, speeches and Socratic seminar style discussions. Assessments will include unit exams, quizzes, homework and group and individual projects.

**WORLD LITERATURE A – 2039**
**WORLD LITERATURE B – 2040**

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

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

**ENGLISH 10 HONORS A – 2022**
**ENGLISH 10 HONORS B – 2023**

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

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

**ENGLISH 11 HONORS A – 2032**
**ENGLISH 11 HONORS B – 2033**

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

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

**WORLD LITERATURE HONORS A – 2043**
**WORLD LITERATURE HONORS B – 2044**

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

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

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

**AP ENGLISH LANGUAGE AND COMPOSITION A – 2015**
**AP ENGLISH LANGUAGE AND COMPOSITION B – 2017**

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

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

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

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

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

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8 Refers to College Board Course Descriptions:  
9 Refers to College Board Course Descriptions:  
English as a Second Language (ESL)

The purpose of ESL 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 ESL, courses will need to be combined. For instance, ESL 1A and ESL 1B, each semester-long courses, is taught as a year-long ESL 1 class; instruction is differentiated to meet the needs of students at different levels of proficiency.

Depending on student need, it is highly recommended that students in ESL 1 and 2 classes receive their content instruction in their primary language. ESL 3 and 4 students will benefit from English instruction with SDAIE strategies. ESL courses are not recommended for students who have been in the U.S. longer the five years (long-term English Learners), whose language and motivational needs are very different from those of relative newcomers. Each school will use the EL Master Plan and consult with the Literacy Director and EL Specialist on final course offerings and placement of students.

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

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<thead>
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<tr>
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<td>9 – 12</td>
<td>SEMESTER</td>
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<td>ESL 1 B</td>
<td>9 – 12</td>
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<td>YES</td>
</tr>
<tr>
<td>ESL 2 A</td>
<td>9 – 12</td>
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<td>9 – 12</td>
<td>SEMESTER</td>
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<tr>
<td>Language Arts in Primary Language (LAPL)</td>
<td>9 – 12</td>
<td>1-4 SEMESTERS</td>
<td>g</td>
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</table>

**ESL 1 A – 8346**

*NOT UC APPROVED (g)*

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

**ESL 1 B – 8347**

*NOT UC APPROVED (g)*

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

Designed as a follow-on to the ESL 1A class for students new to the country and who score at beginning level on the oral portion of the CELDT. Hampton Brown *Edge-Fundamentals* materials are used to teach Early Intermediate-level ELD standards. Students enrolled in this class will benefit from content instruction in their primary language and either Spanish for Spanish-speakers, AP Spanish Language or Literature, or a Language Arts in Primary Language class. Goal of the course, in combination with ESL 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.

**ESL 2 A – 8348**

*NOT UC APPROVED (g)*

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

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

**ESL 2 B – 8349**

*NOT UC APPROVED (g)*
Prerequisites: Passage of ESL 2A end-of-course exam with 75% or better success, or a score of 520-705 lexiles on the Edge Placement Test. Overall score on CELDT is Early Intermediate. Designed as a follow-on to the ESL 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown Edge-Level A (Units 1-3) materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class continue to benefit from content instruction in their primary language, as well as Spanish for Spanish-speakers, LAPL or AP Spanish class. Goal of the course, in combination with ESL 2A, is to lift students’ listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

<table>
<thead>
<tr>
<th>ESL 3 – 8350</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UC APPROVED (ucb, b, cg)</strong></td>
</tr>
<tr>
<td>Prerequisites: Passage of ESL 2B end-of-course exam with 75% or better success, or a score of 705-840 lexiles on the Edge Placement Test. Overall score on CELDT is Intermediate. Designed as a follow-on to the ESL 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown Edge-Level A (Units 4-6) materials are used to teach Intermediate-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes. Goal of the course is to lift students’ listening, speaking, reading and writing skills to Early Advanced level. This double-blocked semester-long class, in combination with ESL 4, counts as a (b) ELA class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESL 4 – 8352</th>
</tr>
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<tbody>
<tr>
<td><strong>UC APPROVED (ucb, b, cg)</strong></td>
</tr>
<tr>
<td>Prerequisites: Passage of ESL 3 end-of-course exam with 75% or better success, or a score of 840-1065 lexiles on the Edge Placement Test. Overall score on CELDT is Early Advanced. Designed as a follow-on to the ESL 3 class for students who have arrived in the U.S. within the last one to three years. Hampton Brown Edge-Level B materials are used to teach Early Advanced-level ELD standards in all four domains of language. Students enrolled in this class should be placed in highly sheltered SDAIE content classes. Goal of the course is to lift students’ listening, speaking, reading and writing skills to Advanced level. This double-blocked semester-long class, in combination with ESL 3, counts as a (b) ELA class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE ARTS IN PRIMARY LANGUAGE (LAPL) – 8326</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOT UC APPROVED (g)</strong></td>
</tr>
<tr>
<td>Students needing LAPL are those who have had limited or formal schooling in their home countries and show extremely limited reading and writing skills. Literacy skills in the language of the home are cultivated to support learning literacy in a second language, as well as to succeed in Spanish for Spanish speakers classes. Spanish literacy materials are used in conjunction with ELA Language Arts standards to develop academic listening, speaking, reading and writing skills in the home language. The class typically has only a few students and must be taught in a differentiated way; students are encouraged to remain in the course until their Spanish literacy skills are strong enough to benefit from instruction in a Spanish for Spanish Speakers class.</td>
</tr>
</tbody>
</table>
Mathematics

The Mathematics curriculum is a well-balanced rigorous program based on the California Mathematics Content Standards and Common Core State 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.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Course Length</th>
<th>UC Credit</th>
</tr>
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<tbody>
<tr>
<td>Mathematics, Mathematics Honors, and Advanced Placement Courses</td>
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<tr>
<td>Algebra 1 A/B</td>
<td>9</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Geometry A/B</td>
<td>9-11</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Integrated Math 1A/B</td>
<td>10</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Algebra 2 A/B</td>
<td>10-12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Trigonometry A/B</td>
<td>10-12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Statistics A/B</td>
<td>12</td>
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<td>ucc, c, cg</td>
</tr>
<tr>
<td>Finite Math A/B</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Pre-Calculus A/B</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Calculus A/B</td>
<td>12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>Algebra 2 A/B Honors</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
<tr>
<td>AP Calculus AB A/B</td>
<td>12</td>
<td>YEAR</td>
<td>ucc, c, cg</td>
</tr>
</tbody>
</table>

ALGEBRA 1 A – 4001
ALGEBRA 1 B – 4002

UC APPROVED (ucc, c, cg)
This is a first year algebra course in which students will learn the power of math in its abstract and its application to real world scenarios. The key content area involves problem solving using different methods such as factoring, graphing, linear and quadratic equations. Students will be presented with real life scenarios and through a series of lessons be able to solve the problems and present their solutions with written proofs, and student taught lessons. Students will demonstrate their ability to reason symbolically. Students will learn different methods to solve quadratic equations including factoring, completing the square, graphically, or through application of the quadratic formula. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. This course corresponds to the California State Math Standards and prepares students for the California High School Exit Exam.

GEOMETRY A – 4003
GEOMETRY B – 4004

UC APPROVED (ucc, c, cg)
In this course we will be connecting geometry of the physical world with that of the mathematical world. We will explore the relevance of geometry to our lives and the lives of others. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. It is a course designed to increase the abstract thinking skills needed to achieve in upper level math courses.

INTEGRATED MATH A – 4098
INTEGRATED MATH B – 4099

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 Algebra, Geometry, and Probability and Statistics standards from the Mathematics Framework for California Public Schools. The pedagogical approach will incorporate lecture, discovery, and investigative exercises utilizing main textbook and supplemental materials. The goal of the course is to build a strong algebraic foundation for all higher level mathematics courses.

ALGEBRA 2 A – 4005
ALGEBRA 2 B – 4006

UC APPROVED (ucc, c, cg)
This course focuses on expanding student knowledge beyond linear functions covered in Algebra I. Quadratic, polynomial, exponential, and logarithmic functions will be discussed in depth. Additional topics include probability, counting principles, and analysis of series will be incorporated as outlined in the Mathematics Framework for California Public Schools. The pedagogical approach will incorporate lecture, discovery, and investigation exercises utilizing Ti-83 Graphing Calculators, along with reading material from engineering, medical and math journals and industry reports to supplement the textbook.

TRIGONOMETRY A – 4030
TRIGONOMETRY B – 4031

UC APPROVED (ucc, c, cg)
The curriculum for Trigonometry and Math Analysis is based on the Mathematics Framework for California Public Schools. This course incorporates trigonometry concepts as well as mathematical analysis concepts, serving as a preparatory course for calculus. The discipline will include the following topics: trigonometric functions and their graphs, trigonometric identities, trigonometric equations, vectors and parametric equations, polar coordinates and complex numbers, conics, exponential and logarithmic functions, sequences and series, combinatorics and probability, statistics and data analysis, and introductions to calculus. The pedagogical approach will incorporate direct instruction, discovery, and investigation exercises utilizing Ti-84 Silver Edition Graphing Calculators.
A. Solve linear systems using matrices.

Upon completion of the course students will be able to:

- Understand and draw conclusions about real-world situations, thinking, problem-solving, using mathematical models to develop the students' understanding of the concepts of calculus and providing experience with its methods and applications. The curriculum is based on the Mathematics Framework for California Public Schools. The pedagogical approach will incorporate lecture, discovery, and investigation exercises utilizing TI-83 Graphing Calculators, along with reading material from engineering, medical and math journals and industry reports to supplement the textbook.

CALCULUS B – 4051

UC APPROVED (ucc, c, cg)

In this class students will explore some deep and fascinating concepts in mathematics. Calculus is one of the richest subjects in mathematics and has far-reaching and ever-growing applications to other areas of study like science, economics, engineering, and many more. The course-load will balance real-world applications with more abstract concepts.

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

UC APPROVED (ucc, c, cg)

Algebra II Honors builds on the concepts learned in Algebra I by extending the concepts of complex inequalities and equations, functions, and Analytical Geometry. This is a course designed to help the student understand the structure of algebra, to recognize the techniques of algebra as reflections of this structure, to acquire facility in applying algebraic concepts and skills, to perceive the role of deductive reasoning, and to appreciate the need for precision of the language of algebra. This course is an accelerated mathematics course, which reviews the material taught in Algebra 2, and teaches additional algebraic topics that will prepare the student for college courses in mathematics.

AP CALCULUS AB A – 4010
AP CALCULUS AB B – 4011

UC APPROVED (ucc, c, cg)

Calculus AB and Calculus BC are 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 also are important.

Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses.

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. These themes are developed using all the functions listed in the prerequisites. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CALCULUS.
Laboratory Science

UC-Approved honors level courses in laboratory sciences are generally in the disciplines of biology, chemistry, and physics. Honors level courses in these disciplines typically require one year of prior laboratory science. Honors level courses in any other laboratory science (e.g., Environmental Science, Marine Biology, etc.) may also be considered for UC honors certification if they require a year of biology, chemistry, or physics, as well as at least algebra as 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. 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. 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 science curriculum offers a balanced and academically rigorous program based on the California Content Standards.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Course Length</th>
<th>UC Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Science Honors, and Advanced Placement Courses</td>
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</tr>
<tr>
<td>Anatomy and Physiology A/B</td>
<td>9-12</td>
<td>YEAR</td>
<td>ucd, d, cg</td>
</tr>
<tr>
<td>Biology A/B</td>
<td>9-10</td>
<td>YEAR</td>
<td>ucd, d, cg</td>
</tr>
<tr>
<td>Chemistry A/B</td>
<td>10-11</td>
<td>YEAR</td>
<td>ucd, d, cg</td>
</tr>
<tr>
<td>Marine Biology A/B</td>
<td>9-12</td>
<td>YEAR</td>
<td>ucd, d, cg</td>
</tr>
<tr>
<td>Physics A/B</td>
<td>9-12</td>
<td>YEAR</td>
<td>ucd, d, cg</td>
</tr>
<tr>
<td>Physiology A/B</td>
<td>9-12</td>
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<td>ucd, d, cg</td>
</tr>
<tr>
<td>Chemistry A/B Honors</td>
<td>10-12</td>
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</tr>
<tr>
<td>Marine Biology A/B Honors</td>
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</tr>
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<td>AP Biology A/B</td>
<td>11-12</td>
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<td>ucd, d, cg</td>
</tr>
<tr>
<td>AP Chemistry A/B</td>
<td>11-12</td>
<td>YEAR</td>
<td>ucd, d, cg</td>
</tr>
</tbody>
</table>

**ANATOMY AND PHYSIOLOGY A – 5085**
**ANATOMY AND PHYSIOLOGY B – 5086**

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

Course content is presented according to body systems, and focuses on the body working together to promote homeostasis. The course content will be taught through 5 major themes in biology: Evolution, Relationship of Structure and Function, Regulation/Homeostasis, Science, Technology and Society, and Science as a Process. Students will investigate science of the human body through inquiry exploration labs to promote critical thinking skills.

**BIOLOGY A – 5003**
**BIOLOGY B – 5004**

**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 underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, 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.

**CHEMISTRY A – 4016**
**CHEMISTRY B – 4017**

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

Chemistry will provide foundations for college work. 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 and reaction rates will be done. The students will be introduced to organic chemistry, biochemistry and nuclear processes.

**MARINE BIOLOGY A – 5034**
**MARINE BIOLOGY B – 5035**

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

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

PHYSICS A – 5010
PHYSICS B – 5011

UC APPROVED (ucd, d, cg)
This is an introductory course in the foundations of physics. This course will help students develop a deep understanding of physics principles, as well as how to integrate math to solve physics problems. Laboratory work required of students will help them develop critical thinking skills as well as logical reasoning skills. Students will learn how to apply these skills to physics principles.

(1) Provide the student with a physics background in order to help them make real-world applications; (2) Encourage an appreciation for the Sciences; (3) Develop in students a deep desire to learn about physics and Science.

The Physics course covers topics included Newtonian mechanics, one and two-dimensional motion, conservation of energy, wave properties, thermodynamics, electricity, and magnetism. Students will engage in various laboratory experiments to derive and verify laws of physics. Coursework utilizes math and writing strategies provided in the English 9 and Algebra 1 courses.

PHYSIOANATOMY A – 5014
PHYSIOANATOMY B – 5015

UC APPROVED (ucd, d, cg)
Course content is presented according to body systems, and focuses on the body working together to promote homeostasis. The course content will be taught through 5 major themes in biology: Evolution, Relationship of Structure and Function, Regulation/Homeostasis, Science, Technology and Society, and Science as a Process. Students will investigate science of the human body through inquiry exploration labs to promote critical thinking skills.

CHEMISTRY A HONORS – 5082
CHEMISTRY B HONORS – 5084

UC APPROVED (ucd, d, cg)
The 11th grade course in will provide foundations for college work. 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 and reaction rates will be done. The students will be introduced to organic chemistry, biochemistry and nuclear processes.

MARINE BIOLOGY A HONORS – 5036
MARINE BIOLOGY B HONORS – 5037

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

Malibu lagoon and one-half day research trip on UCLA research vessel. This is the more rigorous course offered.

AP BIOLOGY A – 5005
AP BIOLOGY B – 5006

UC APPROVED (ucd, d, cg)
The AP Biology Development Committee conducts surveys in which professors at colleges regularly receiving the most AP students respond to a questionnaire asking them to describe the content of their introductory biology courses for biology majors. The AP Course Description that follows was developed by the committee after a thorough analysis of survey results.

The AP Biology Exam seeks to be representative of the topics covered by the survey group. Accordingly, goals have been set for percentage coverage of three general areas:
I. Molecules and Cells, 25%
II. Heredity and Evolution, 25%
III. Organisms and Populations, 50%

These three areas have been subdivided into major categories with percentage goals specified for each. The percentage goals should serve as a guide for designing an AP Biology course and may be used to apportion the time devoted to each category. The exam is constructed using the percentage goals as guidelines for question distribution. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing knowledge explosion in biology makes these goals even more challenging.

Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP BIOLOGY.  

AP CHEMISTRY A – 5030
AP CHEMISTRY B – 5031

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

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the

Refers to College Board Course Descriptions:
number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Secondary schools that wish to offer an AP Chemistry course must be prepared to provide a laboratory experience equivalent to that of a typical college course. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DESCRIPTION FOR AP CHEMISTRY.  

11 Refers to College Board Course Descriptions: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
Language other than English

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

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Course Length</th>
<th>UC Credit</th>
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</thead>
<tbody>
<tr>
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<td>9</td>
<td>YEAR</td>
<td>uce, e, cg</td>
</tr>
<tr>
<td>Spanish 2 A/B Non-Native</td>
<td>10</td>
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<td>uce, e, cg</td>
</tr>
<tr>
<td>Spanish 3 A/B Non-Native</td>
<td>11</td>
<td>YEAR</td>
<td>uce, e, cg</td>
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<tr>
<td>Spanish 1 A/B Native</td>
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<td>YEAR</td>
<td>uce, e, cg</td>
</tr>
<tr>
<td>Spanish 2 A/B Native</td>
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<td>YEAR</td>
<td>uce, e, cg</td>
</tr>
<tr>
<td>Spanish 3 A/B Native</td>
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<td>YEAR</td>
<td>uce, e, cg</td>
</tr>
<tr>
<td>AP Spanish Language A/B</td>
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<tr>
<td>AP Spanish Literature A/B</td>
<td>12</td>
<td>YEAR</td>
<td>uce, e, cg</td>
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</table>

SPANISH 1 A NON-NATIVE – 1001
SPANISH 1 B NON-NATIVE – 1002

**UC APPROVED (uce, e, cg)**

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

SPANISH 2 A NON-NATIVE – 1006
SPANISH 2 B NON-NATIVE – 1007

**UC APPROVED (uce, e, cg)**

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

SPANISH 3 A NON-NATIVE – 1014
SPANISH 3 B NON-NATIVE – 1015

**UC APPROVED (uce, e, cg)**

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

SPANISH 1 A NATIVE – 1020
SPANISH 1 B NATIVE – 1021

**UC APPROVED (uce, e, cg)**

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

SPANISH 2 A NATIVE – 1003
SPANISH 2 B NATIVE – 1004

**UC APPROVED (uce, e, cg)**

In this course, native speakers develop intermediate skills in the Spanish language: the ability to read, understand, and communicate effectively and in writing by working with intermediate and advanced grammatical structures. Special emphasis is placed on the importance of developing standard language skills, avoiding 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 – 1023
SPANISH 3 B NATIVE – 1024

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

AP SPANISH LANGUAGE A – 1012
AP SPANISH LANGUAGE B – 1013

UC APPROVED (uce, e, cg)
The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century. 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.

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP SPANISH LANGUAGE. 12

UC SPANISH LITERATURE A – 1010
UC SPANISH LITERATURE B – 1011

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

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

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

So that the AP Spanish Literature course more closely approximates an introductory literature course typically taught at the college level, in 2003 the reading list was changed from five authors to a more comprehensive and inclusive list. The expanded reading list introduces students to the diverse literature written in Spanish and thus helps them reflect on the many voices and cultures included in this very rich literature. Because of these revisions to the AP Spanish Literature course, it is easily identified by colleges and universities as comparable to a third-year college Introduction to Peninsular and Latin American Literature course. To ensure that the AP Spanish Literature Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of performance of college students. Completing a third-year Spanish Literature course and AP students. Those who perform satisfactorily on the AP Spanish Literature Exam may receive credit for a comparable college-level literature course. THIS DESCRIPTION IS TAKEN FROM THE COLLEGE BOARD COURSE DECRIPTION FOR AP SPANISH LITERATURE. 13


Animo Venice Charter High School Renewal Petition 30
Visual and Performing Arts

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

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

<table>
<thead>
<tr>
<th>Course Title</th>
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<th>Course Length</th>
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<td>Visual Art A/B</td>
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**ADVANCED VISUAL ART A – 8142**
**ADVANCED VISUAL ART A – 8143**

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

**AP ART HISTORY A – 8127**
**AP ART HISTORY B – 8128**

**UC APPROVED (ucf, f, cg)**
The AP Art History Development Committee periodically conducts surveys to determine course content at the institutions that accept AP students. College courses generally cover the various art
media in the following proportions: 40–50 percent painting and drawing, 25 percent architecture, 25 percent sculpture, and 5–10 percent other media. The AP Art History Exam reflects these distributions through multiple-choice questions and long and short essay questions.

Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam.

Beginning with the 2010 exam, prehistoric examples such as the Woman of Willendorf, the Caves of Lascaux, and Stonehenge will not be accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis. The AP Art History

ART A – 8172
ART B – 8173

UC APPROVED (ucf, f, cg)
The purpose of this course is to introduce students to the world of visual arts. The course will be with an initial foundation and introduction to art vocabulary including the elements of art and principles of design and the steps of the critique process (description, analysis, interpretation, judgment). From there, students will be taken on a journey through the different perspectives in art which begins on the personal level and extends to the community level, societal level and finally the global level. Through these sequential themes students will 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.

UC APPROVED (ucf, f, cg)
The Ánimo choir is a one-year course, which is open to all students who desire to sing in a mixed choir setting (Soprano, Alto, Tenor, Bass). The course is designed to develop vocal skills, including diaphragmatic breathing, vocalization, projection and resonance, and musical skills, such as music reading, rhythmic sensitivity, and songwriting. The class is also designed to foster an appreciation of aesthetic and cultural values through critical listening to live and recorded music. Students will sing a wide variety of vocal literature, representing different languages (e.g. Spanish, Italian, Japanese, Romanian, Russian and Swahili, to name a few), styles, cultures and time periods. Music will be presented as a holistic art form, in which poetry, dance, drama, and visual art all play an integral role in the development of musical knowledge and skill. Students will perform medium-difficult high school literature in concerts and festivals throughout the year, culminating in a school-wide musical in late Spring.

CONCERT BAND A – 8047
CONCERT BAND B – 8048

UC APPROVED (ucf, f, cg)
Concert band is a one-year course open to all students with basic performance skills on a wind or percussion instrument. The course is designed to develop the musicianship, artistic sensitivity, and performance skills of each student through regular class rehearsals and individual practice. Emphasis will be placed on technique development in the beginning stages, with an increasing focus on personal expression and artistic nuances as the year progresses. Students will perform medium-difficult wind band literature for concerts and festivals, as well as their own compositions and arrangements throughout the year. In the late Spring, the band, orchestra, choir and drama programs will collaborate on a work for musical theater.

DANCE A – 8058
DANCE B – 8059

UC APPROVED (ucf, f, cg)
This year long course will have students create movement using the basic elements of movement in time and space. Students will obtain aesthetic perception and valuing, creative expression, and will study dance heritage. Students will explore and experience various dance styles, techniques, rhythm patterns, and other related dance skills.

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

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

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

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

DRAMA A – 8001
DRAMA B – 8002

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

EXPLORING MUSIC A – 8041  
EXPLORING MUSIC B – 8042

UC APPROVED (ucf, f, cg)  
This course will provide an in-depth examination of the music of the 20th century. The course will allow students to have the opportunity to focus on the impact music has had on social and cultural development during the 20th century, as well as the way history has contributed to the development of various music types. The students will explore the changes in music as the century has progressed and how the music exemplifies the culture of the time period. After performing different musical pieces related to different time periods, students will create their own musical pieces and present them. This course will utilize CA state standards.

FILM A – 8003  
FILM B – 8004

UC APPROVED (ucf, f, cg)  
This course introduces students to the concepts of the arts behind film as an artistic medium. Students will explore a visual arts curriculum through the use of film medium. Looking at film and photography from a historical and scientific perspective, students will gain an appreciation for what they see visually and for what they themselves are able to create. This course will connect history, science and the arts. Primarily based on the California Visual and Performing Arts Standards students will create their own short films that meet a pre-determined criterion.

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 A – 8027  
GUITAR B – 8028

UC APPROVED (ucf, f, cg)  
The Arts: 20th Century Music Through Guitar course examines the major American musical genres (like classical, folk, jazz, rhythm & blues, and rock) and their place in U.S. History. Through the “lens” of the guitar, students will understand the way a musical style evolved, the style’s impact on social and cultural development during the time period, and the style’s evolution from one time period to the next. The course also focuses on formal guitar instruction where beginning students can learn by playing simple tunes, arpeggios, and etudes from each specific musical period.

Formal guitar instruction includes traditional music theory, song analysis, and composing.

MUSIC A – 8157  
MUSIC B – 8158

UC APPROVED (ucf, f, cg)  
This course is designed to be an introduction to musical styles, both western and non-western. Students will learn how music affects their culture and other cultures around the world. Students will learn how music is used in a myriad of situations, from communication to mood setting. Students will learn to recognize music in its written form as well as its aural form. This class has been developed using the California State Standards in Visual and Performing Arts, Music, grades 9-12, proficient.

MUSICAL THEATRE A – 8092  
MUSICAL THEATRE B – 8093

UC APPROVED (ucf, f, cg)  
This class is an introduction to the Musical Theater genre. This class will provide students the opportunity to explore acting exercises, simple movement for musical theater and an introduction to singing. Students will learn songs and movement from current and classic musicals in preparation for an end of semester in class presentation.

ORCHESTRA A – 8049  
ORCHESTRA B – 8150

UC APPROVED (ucf, f, cg)  
String Orchestra is a one-year course open to all students with basic performance skills on an orchestral instrument (violin, viola, cello and contrabass). The course is designed to develop the musicianship, artistic sensitivity, and performance skills of each student through regular class rehearsals and individual practice. Emphasis will be placed on technique development in the beginning stages, with an increasing focus on personal creativity and artistic expression as the year progresses. Students will perform medium-difficult orchestral literature from a variety of cultural backgrounds (European classical, South American, gypsy music, Jewish folk music) at concerts and festivals. Throughout the year, they will also perform their own compositions and arrangements. In the late Spring, the band, orchestra, choir and drama programs will collaborate on a work for musical theater.

PIANO A – 8044  
PIANO B – 8045

UC APPROVED (ucf, f, cg)  
This course is an introduction to basic piano techniques. Emphasis will be on scales, chords, and beginning to intermediate music. Additional applications will include sight-reading, transposition, harmonization, ensemble performance, and use of various accompaniment patterns.

PLAY PRODUCTION A – 8030  
PLAY PRODUCTION B – 8031

UC APPROVED (ucf, f, cg)  
The Play Production course focuses on the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected school productions as a semester project, and will have an opportunity to participate in several types of artistic situations. The course prepares students to understand the skills needed involved in theatre work.

BEGINNING INSTRUMENTAL A – 9843  
BEGINNING INSTRUMENTAL B - 9862
**INSTRUMENTAL MUSIC A – 9863**
**INSTRUMENTAL MUSIC B – 9864**

*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.

**ADVANCED BAND A – 9193**
**ADVANCED BAND B – 9194**

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

**STAGE BAND A – 8132**
**STAGE BAND B – 8133**

*UC APPROVED (ucf, f, cg)*
Stage Band is a one-year course open to all students with a basic performance level on an instrument. This course is designed to increase the skill and performance levels of each student, and to develop aesthetic and cultural values through critical listening. Students will perform medium to difficult high school literature for performances. Emphasis will be on portfolio preparation for advanced study and career development.

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

*UC APPROVED (ucf, f, cg)*
The purpose of this course is to introduce students to the world of visual arts. The course will begin with an initial foundation and introduction to the visual arts vocabulary including the elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment). After the initial foundation, students will be exposed to different perspectives within the visual arts through four themes. The series of themes begins with art on the personal level and then extends to the community level, continues onto the societal level and finally ends with the global level. Through these sequential themes students will learn about various mediums in art, observational drawing and painting skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics.
## UC Approved G Electives

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### AP Psychology A – 5091

**AP Psychology B – 5092**

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

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

### Chicano Studies A – 3070

**Chicano Studies B – 3071**

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

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

### Cultural Relations A – 8258

**Cultural Relations B – 8259**

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

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

### Economics – 3056

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

Students will develop and understanding of economic problems and institutions of the United States and the world. Students will expand knowledge of the institution of economic systems, different methods and means of measuring concepts of economics, and the relationships of various economic variables.

### Economics Honors – 3028

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

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

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

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Engineering and Robotics A – 5087  
Engineering and Robotics B – 5088

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

Integrated Science A – 8142  
Integrated Science B – 8143

UC APPROVED (ucg, g, cg)
Integrated Science 1 is a comprehensive college preparatory science elective class designed to meet the following criteria:

- Prepare students for college preparatory Biology, Chemistry, and Physics;
- Provide students with extensive knowledge in certain areas in each of the science disciplines, such as:
  - Plate Tectonics
    - Volcanoes and Earthquakes
    - Plate Boundaries
  - Waves
    - Properties of Waves
    - Electromagnetic Wave Spectrum
    - Mechanical Waves
    - The Doppler Effect
  - Electric and Magnetic Phenomena
    - The Periodic Table
    - Atomic Structure
    - Acids and Bases
    - Chemical Bonds
    - Ecology
    - Evolution
- Provide the student with a broad background in the sciences and their real-world applications;
- Encourage an appreciation for the Sciences;
- Develop in students a deep desire to learn about Science.

Introduction to Engineering A – 5087  
Introduction to Engineering B – 5088

UC APPROVED (ucg, g, cg)
Students will investigate various aspects of the engineering field, with special emphasis on the design process and understanding the physical, chemical, and biological principles that underlie the practice of each. Students will use tools and technologies of the engineering trade to design and conduct meaningful investigations in science and engineering. Engineering investigations will be rooted in real, local environmental areas of concern, and promote exploration of the connections between science and society. This course will prepare students for life-long learning and for future science and engineering careers as they continue their studies in technical or university programs.

Introduction to Journalism A – 8062  
Introduction to Journalism B – 8063

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

Psychology A – 1050  
Psychology B – 1051

UC APPROVED (ucg, g, cg)
This course surveys the major principles of psychology. Introduces the history of psychology, human development, personality, abnormal behavior, social psychology, feelings and emotions, research methodologies, experimental psychology, psychophysiology, learning and memory, altered states of awareness, sleep and dreams, and industrial and organizational psychology.

Urban Sociology A – 8250  
Urban Sociology B – 8251

UC APPROVED (ucg, g, cg)
Sociology is essentially the study of society and individuals and how each interacts with the other. Urban sociology allows us to examine how conditions in our communities have been shaped, and how our experiences in the city have affected us as individuals. For people who live in inner cities, nobody needs to tell them that society is unjust or unequal – they live it. The problem is, many of us have lived with injustice so long that we may not have stopped to think about why things are the way they are or how they got to be this way. A sociologist’s role is not to describe what is happening, but to uncover the hidden layers of meaning and explain why, so that we can move towards answering the more important question of how we can change it.

While there are hundreds, if not thousands, of sociological theories and lenses we could use to understand all the “why’s,” we will only be focusing on a few. Students will get to know and understand these concepts very well, and be able to evaluate individual experiences and societal conditions through them. To this end, we will be examining readings from university-level sociology courses.

In addition to rigorous reading assignments, contemporary knowledge and understanding will be drawn from students’ experiences, news stories and articles, popular culture, music, and alternative media. Students will be encouraged to read a major newspaper every day and listen to the radio for connections to course themes. The contemporary information will allow us to better see historical processes in motion, as well as make the course material relevant.
Green Dot Intervention Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Course Length</th>
<th>UC Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Enrichment A/B</td>
<td>9-12</td>
<td>AS NEEDED</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic English Essentials A/B</td>
<td>10</td>
<td>AS NEEDED</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Support A/B</td>
<td>9</td>
<td>YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Study Skills/ Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Skills A/B</td>
<td>9-12</td>
<td>AS NEEDED</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic Success A/B</td>
<td>9-12</td>
<td>AS NEEDED</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>College and Career Readiness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Seminar A/B</td>
<td>12</td>
<td>YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>College Readiness A/B</td>
<td>9-12</td>
<td>YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td>Career Readiness A/B</td>
<td>9-12</td>
<td>YEAR</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Advisory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Advisory A/B</td>
<td>9-12</td>
<td>AS NEEDED</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**READING**

**LITERACY ENRICHMENT A – 2027**
**LITERACY ENRICHMENT B – 2028**
* Note: other course numbers are available for other credit numbers

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

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

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

Our goal for next year is to hire a full-time reading teacher who will run the Read 180 program.

**ACADEMIC ENGLISH ESSENTIALS A – 2101**
**ACADEMIC ENGLISH ESSENTIALS B – 2012**

AEE is designed as a year-long intervention for 10th grade students who score in the 500-900 range of the SRI after finishing the 9th grade Read 180 class. It may also be used as an intervention class for English learners needing additional literacy support. In 2012-13, AEE 10 will address reading and writing strategies necessary to pass the CAHSEE with proficiency and will also be aligned to the CA Common Core standards. Reading instruction will focus on annotation and note taking strategies. Writing instruction will include the CAHSEE essay formats as well as the argument based, on-demand “college ready” writing as defined by the EAP program. Listening and Speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Unit assessments will include multiple choice CAHSEE format questions, process writing, and on-demand timed.

**MATH**

**MATH SUPPORT 1 A – 4035**
**MATH SUPPORT 1 B – 4034**

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

**STUDY SKILLS / ORGANIZATION**

**CURRICULUM SKILLS A – 8080**
**CURRICULUM SKILLS B – 8081**
* Note: other course numbers are available for other credit numbers

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

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

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

ACADEMIC SUCCESS A – 6003
ACADEMIC SUCCESS B – 6004

Academic Success 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 – 7042
SENIOR SEMINAR B – 7043

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

COLLEGE READINESS A
COLLEGE READINESS B

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

CAREER READINESS A
CAREER READINESS B

The course focuses on introducing students to career opportunities and prepare for 21st century job skills such as completing job applications, professional communication in the work place, creating effective resume, and understanding the necessary requirements to obtain a future successful career.

ADVISORY

TEAM ADVISORY A – 7005
TEAM ADVISORY B – 7008

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

Advisory is a class that meets once a week on Fridays. The purpose of advisory is to create a forum where students can discuss issues relevant to them, both academically and socially. Advisory classes are set in the 9th grade and teachers then stay with that class for their four years of high school.

9th Grade: Personal Identity and Life Skills
10th Grade: Service Learning and Character Education
## Scope and Sequence of High School Core Courses for Students on Alternative Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Health/Life Skills</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Pract Eng A</td>
<td>Pract Math A</td>
<td>Pract Soc St A</td>
<td>Pract Sci A</td>
<td>--------------</td>
<td>PE or APE</td>
</tr>
<tr>
<td></td>
<td>Pract Eng B</td>
<td>Pract Math B</td>
<td>Pract Soc St B</td>
<td>Pract Sci B</td>
<td>Life Skills</td>
<td>PE or APE</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Applied Eng A</td>
<td>Cons Math A</td>
<td>SS Hist-Comm A</td>
<td>Comm Sci A</td>
<td>Personal Health</td>
<td>PE or APE</td>
</tr>
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<td></td>
<td>Applied Eng B</td>
<td>Cons Math B</td>
<td>SS Hist-Comm B</td>
<td>Comm Sci B</td>
<td></td>
<td>PE or APE</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Comm Eng A</td>
<td>SS Hist-Cons A</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Comm Eng B</td>
<td>SS Hist-Cons B</td>
<td>Comm Eng B</td>
<td>Comm Eng B</td>
<td></td>
<td></td>
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<tr>
<td>Grade 12</td>
<td>Comm Res A</td>
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<td>Transition</td>
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<td>Comm Res B</td>
<td></td>
<td>Comm Res B</td>
<td></td>
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</tr>
</tbody>
</table>

### Total Credits
- 40 Credits
- 20 Credits
- 30 Credits
- 20 Credits
- 15 Credits
- 20 Credits (more if IEP determines need)

## Course Title

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade</th>
<th>Units</th>
<th>Designation</th>
</tr>
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<tbody>
<tr>
<td>Practical English A</td>
<td>9-10</td>
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<td>Pract Eng A</td>
</tr>
<tr>
<td>Practical English B</td>
<td>9-10</td>
<td>5</td>
<td>Pract Eng B</td>
</tr>
<tr>
<td>Applied English A</td>
<td>9-10</td>
<td>5</td>
<td>App Eng A</td>
</tr>
<tr>
<td>Applied English B</td>
<td>9-10</td>
<td>5</td>
<td>App Eng B</td>
</tr>
<tr>
<td>Community English A</td>
<td>11-12</td>
<td>5</td>
<td>Com Eng A</td>
</tr>
<tr>
<td>Community English B</td>
<td>11-12</td>
<td>5</td>
<td>Com Eng B</td>
</tr>
<tr>
<td>Community Resources A</td>
<td>11-12</td>
<td>5</td>
<td>Com Res A</td>
</tr>
<tr>
<td>Community Resources B</td>
<td>11-12</td>
<td>5</td>
<td>Com Res B</td>
</tr>
<tr>
<td>Practical Math A</td>
<td>9-10</td>
<td>5</td>
<td>Pract Math A</td>
</tr>
<tr>
<td>Practical Math B</td>
<td>9-10</td>
<td>5</td>
<td>Pract Math B</td>
</tr>
<tr>
<td>Consumer Math A</td>
<td>9-10</td>
<td>5</td>
<td>Cons Math A</td>
</tr>
<tr>
<td>Consumer Math B</td>
<td>9-10</td>
<td>5</td>
<td>Cons Math B</td>
</tr>
<tr>
<td>Practical Social Science A</td>
<td>9-10</td>
<td>5</td>
<td>Pract Social Sci A</td>
</tr>
<tr>
<td>Practical Social Science B</td>
<td>9-10</td>
<td>5</td>
<td>Pract Social Sci B</td>
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<tr>
<td>Social Science/History Community A</td>
<td>11-12</td>
<td>5</td>
<td>Social Sci Com A</td>
</tr>
<tr>
<td>Social Science/History Community A</td>
<td>11-12</td>
<td>5</td>
<td>Social Sci Com B</td>
</tr>
<tr>
<td>Social Science/ History Consumer A</td>
<td>11-12</td>
<td>5</td>
<td>Social Sci Con A</td>
</tr>
<tr>
<td>Social Science/ History Consumer B</td>
<td>11-12</td>
<td>5</td>
<td>Social Sci Con B</td>
</tr>
<tr>
<td>Practical Science A</td>
<td>9-10</td>
<td>5</td>
<td>Pract Sci A</td>
</tr>
<tr>
<td>Practical Science B</td>
<td>9-10</td>
<td>5</td>
<td>Pract Sci B</td>
</tr>
<tr>
<td>Community Science A</td>
<td>9-10</td>
<td>5</td>
<td>Comm Sci A</td>
</tr>
<tr>
<td>Community Science B</td>
<td>9-10</td>
<td>5</td>
<td>Comm Sci B</td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

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.

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 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.
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.
Scope and Sequence
Because Green Dot’s educational program emphasizes regular formative assessment and the use of data to increase student achievement, our pacing plans, which prepare for our internal benchmark 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. All courses are aligned to the California content standards and Common Core standards.

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 chooses a committee whose responsibility is to research available textbooks and choose a textbook to be used at the school. This Textbook Adoption Committee (TAC) should be comprised of teachers in the content area and individuals that have some specific relationship to the material (curriculum director, department heads, etc.).

As an initial task, the TAC should create and/or adopt a rubric/checklist by which to judge the various textbooks. This rubric should include consideration of a) clear alignment with state standards and Common Core standards, b) clear alignment with school and Green Dot standards, c) cultural, gender, SES and ethnic differences, d) differing learning modalities, e) local budget constraints, and f) content accessibility. Green Dot provides Textbook Adoption Checklists that may be used by the committee.

While the committee may consider various textbooks of interest, the committee should begin its search for a textbook by considering the books on the Green Dot Recommended Book List. If a textbook is selected that does not appear on the Green Dot Recommended Book List, the book must be presented to the Cluster Director for final approval.

For school year 13-14, Green Dot’s approved high school textbook list includes the following (although this list is subject to change to meet instructional needs or changes in requirements):

<table>
<thead>
<tr>
<th>High School Textbooks and Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>• Pearson Literature</td>
</tr>
<tr>
<td>• Recommended Grade-level Novels</td>
</tr>
<tr>
<td>• Literature &amp; Composition (Bedford/St. Martins)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>• California Algebra I (Glencoe)</td>
</tr>
<tr>
<td>• Glencoe Algebra 2</td>
</tr>
<tr>
<td>• Glencoe CA Geometry Concepts, Skills, &amp; Problem Solving</td>
</tr>
<tr>
<td>• Glencoe Pre-Calculus (College Algebra Series)</td>
</tr>
<tr>
<td>• Glencoe Pre-Calculus: Graphs and Models</td>
</tr>
<tr>
<td>• SRA Numbers World – Level J (Glencoe)</td>
</tr>
<tr>
<td>• Algebra and Trigonometry (Coburn)</td>
</tr>
<tr>
<td>• Glencoe Trigonometry</td>
</tr>
<tr>
<td>• Calculus: Early Transcendental Functions – AP (Glencoe)</td>
</tr>
<tr>
<td>• Calculus: Late Transcendental Functions (Glencoe)</td>
</tr>
<tr>
<td>• Calculus: Concepts and Connections (Glencoe)</td>
</tr>
<tr>
<td>• Single Variable Calculus (W.H. Freeman)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>• Glencoe Science: Biology, CA Edition</td>
</tr>
<tr>
<td>• Glencoe Science: Ecology</td>
</tr>
<tr>
<td>• Glencoe Science: Electricity and Magnetism</td>
</tr>
</tbody>
</table>
### Glencoe Science
- Life’s Structure and Function
- The Nature of Matter
- Sound and Light
- Chemistry Matter and Change, CA Edition
- Physics
- Principles and Problems, CA Edition
- Biology with Mastering Biology (Pearson)
- Chemistry the Central Science (Prentice Hall)

### Social Science
- World Civilizations: Sources, Images, and Interpretations (McGraw-Hill)
  World History (Glencoe McGraw-Hill)
- The American Vision (Glencoe)
  The American Vision, Modern Times (Glencoe)
- US Government: Democracy in Action
- Economics: Principles and Practices (Glencoe)
  Economics: Today and Tomorrow (Glencoe)
- The American Pageant: A History of the Republic (Houghton Mifflin)
  American Government Institutions and Policies (Houghton Mifflin)

### Spanish
- Sendas 1 (Prentice Hall)
- Sendas 2 (Prentice Hall)
- Realidades 1 (Prentice Hall)
- Realidades 2 (Prentice Hall)
- Realidades 3 (Prentice Hall)
- Momentos cumbres de literaturas hispanicas: Introduccion al analisis literario (Prentice Hall)
- AP Spanish: Preparing for the Language Examination (Prentice Hall)

### Study Skills / College Courses
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.

- **College Readiness:** Juniors and Seniors are required to take a college readiness class where they learn about different options after graduation. All students are encouraged to learn about the college process as they are encouraged to think beyond high school in an effort to realize that the tools they gain today will be beneficial in the near future. Students are encouraged to succeed academically in all of their classes with the realization that everything matters.
Academic Support and Intervention
The following are some of the intervention and support programs built into Green Dot’s recommended school model:

- **Reading and Math Intervention Programs:** 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 through an elective class or during curriculum skills. Students take the 9th grade SRI and an in-house Math Diagnostic before school starts.

- **Sustained Silent Reading:** 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. As a school site, we have a designated time frame of 15 minutes prior to curriculum skills where all students are reading silently simultaneously.

- **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 is focused on the California High School Exit Exam. The students have time to prepare for this exam with a content teacher. Through the use of Revolution Prep’s workbook and online component, students will have ample opportunities during advisory and afterschool boot-camps to prepare for the examination. They will receive valuable feedback in areas that are strengths and areas that could use improvement.

- **11th Grade Advisory:** There are three pathways for 11th graders. The first pathway is for students that are on-track to graduate and have met their CAHSEE requirement. 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 have met the CAHSEE requirement, but 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. The third pathway is for students who have not fulfilled the CAHSEE requirement. These students will be provided intensive CAHSEE preparation. Pending the results of the examination, students will be placed into pathway one or pathway two.

- **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.

- **English Learners:** EL teachers implement Hampton-Brown Edge to provide intensive supports and established pathways for graduation for students who enter the school as beginning ELs. This includes a 5th year of study as identified in Individual Learning Plans.

- **After-School Program:** Students who are not achieving a satisfactory grade within a particular class or simply want more support in a subject can attend tutoring, which is offered for an hour every day after school.

- **Office Hours:** Teachers hold office hours after school twice a week to provide students with additional support.
Social and Emotional Support Services

Advisory Course

Anímo Venice will offer a variety of programs to ensure that the social and emotional needs of our students are met. We have built an Advisory course into the master schedule to serve as a level 1 intervention using the Response to Intervention Model (RtI). Using the RtI 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 RtI team will determine if there are specific individual interventions (Tier 3) necessary to address the student’s needs or if a referral to the Student Success Team is required.

Advisory serves two purposes: academic and social-emotional support. Students attend Advisories one day each week for 60 minutes. Students remain in the same advisory group with the same teacher for all four years to maintain a tighter sense of community. These classes are particularly important for the student population Green Dot serves as many of the students have had little exposure to rigorous academic programs and are not familiar with what it takes to get into college.

During Advisory, students will:

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

In order to assess the effectiveness of the Advisory course, students are provided feedback surveys.

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 RtI 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. A referral can be made by any school site staff (counselor, administrator or teacher). We have a significant number of bilingual staff (including at least 1 bilingual counselor) that will inform non-English speaking parents regarding the 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.

**Extensive 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 Venice, 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 also incorporates the transition to Common Core and will help ensure teachers are ready for implementation in 2014-15. Green Dot’s Common Core transition plan is comprised of the following:

- **Year 1 – Awareness (SY12-13):** Helping teachers understand the importance of the shift to Common Core State Standards and its connection to the Green Dot mission of preparing all students of college, leadership and life.
- **Year 2 – Transition (SY13-14):** Focusing on literacy in all content areas.
- **Year 3 – Implementation (SY14-15):** Transitioning all Math in all grade levels to Common Core Standards and continuing to support other content areas’ use of the Common Core Anchor standards.

For teachers, professional development activities at Ánimo Venice are based on the recommended practices of Green Dot, which may include:

- **Teacher Buddy Program:** Once a semester release period for teachers to observe the teaching practices of their “buddy” teacher.
- **Observation Release Day:** Once a semester full-day release for teachers to observe successful teachers at other Green Dot schools or any successful school.
- **Annual Training/Retreat:** An annual five to seven day retreat for school staff to plan for the year and receive professional development.
- **Mid-year Retreat:** A half-day to 2-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.
• **Weekly Collaboration Time:** A late start or early dismissal is provided each week so that a 75 minute collaboration period is established for teachers to collaborate in Departments or Grade Level Teams.

• **Department Norming Days:** Department meeting to norm teaching practices.

• **District-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. 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.

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

• **Coaching:** Cluster Directors provide individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.

• **Key Results:** Cluster Directors facilitate a Key Results session at one of their schools each month. During these sessions, the principals within the cluster go to another school in the cluster for 3 hours. During this time, the host principal provides a focus question for the session centered on instruction. 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 all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.

• **95/5:** Based on the belief that principals should spend 95% of their time onsite providing instructional leadership and 5% of their time offsite in Green-Dot wide trainings, 95/5 is a full-day professional development session for principals and assistant principals once a month. These sessions are focused on the themes the cluster directors determine are most relevant based on their coaching sessions.

• **Practices Walkthrough:** Half day professional development for principals to tour other Green Dot schools and review “artifacts” of high quality instructional practices.

• **Principals Retreat:** 2 day retreat for all principals and Green Dot Home Office staff. The retreat allows Principals to reflect, evaluate progress and share best practices.

Staff development meetings usually occur each Wednesday afternoon. Staff development topics will be chosen based on the assessment of student needs and identifying areas of improvement as outlined in Animo Venice’s annual strategic plan.

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. Animo Venice and other Green Dot schools have used books in staff development including: *101 Active Learning Strategies* (Mel Silberman), *Teaching With The Brain In Mind* (Eric Jensen), *Classroom Instruction That Works* (Marzano, Pickering, Pollock), 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 allows Ánimo Venice teachers to learn from successful models and begin implementing strategies in their classroom.

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:

- **School Business:** choosing department chairs, reviewing student-teacher handbook.
- **Curriculum and Professional Development:** align to school-wide focus, review school’s strategic plan, training aligned with strategic plan, set lesson plans.
- **Review Data from the Previous Year:** school wide, department-based and individual teacher data.
- **Teacher-Administrator Meetings:** administrators meet with each teacher.
- **Next Year Planning:** teachers given individual time to lesson plan, prepare syllabus and set department goals.

New Teacher Professional Development consists of at least 168 hours of professional development, including specialized trainings outlined below:

- **Summer Training:** New teachers are required to attend a mandatory 2-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. 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 are required to attend monthly support and development groups.

In subject areas identified as weak, whether through state-required assessments or other methods, Green Dot and Ánimo Venice work together to provide enhanced and targeted professional development to improve performance. Math instruction has been identified as an area of improvement for Green Dot schools as a whole. Ánimo Venice has initiated a comprehensive effort to improve instruction including the hiring of a math coach to mentor all Green Dot math teachers, realigning incoming 9th grade math assessments, and the complete restructuring of the “Summer Bridge” intervention program to focus almost exclusively on building basic math skills for all students. Summer Bridge is a mandatory multi-week summer program that acclimates students to the Ánimo Venice culture, high expectations and the development of a trusting community. During Summer Bridge, students will also be identified for special needs, English Learner levels, non-proficiency in standards and social-emotional support needs.

Students are grouped in heterogeneous classrooms where all teachers utilize differentiated instruction. 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. To succeed, 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**: Delaying a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.
- **Everybody Writes**: Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.
- **Do Now**: Students are both productive during every minute and ready for instruction as soon as you start.
- **SLANT**: Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker.

Teachers are expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teacher professional development is focused heavily on observations and using data to inform instruction, aligning curriculum with California State content standards and 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 California content standards and Common Core standards.

**Closing the Gap – (Specific goals for providing and ensuring equal access to academically low achieving students)**

Ánimo Venice is committed to serving academically low-achieving students. As with other Green Dot schools, Ánimo Venice expects that many (if not the majority) of its students may be classified as low-achieving. As such, Ánimo Venice’s curriculum and program is adapted to improve performance for traditionally low-achieving students. Ánimo Venice has a simple, but specific goal to ensure that all students are prepared for success in college, leadership and life. In fact, Animo Venice’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 Element 2: “Measureable Pupil Outcomes” and Element 3: “Method by which Pupil Progress Toward Outcomes will be Measured.” Ánimo Venice 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 Venice assesses all students after enrollment in the Summer Bridge Program to determine learning strengths and areas of improvement, as well as overall proficiency in core subjects. Tests used may include the Read 180 Student Reading Inventory Diagnostic Test and the Green Dot Math Diagnostic Test.
Identified students are immediately enrolled in remediation programs to accelerate learning, such as Read 180 and Math Support, which are Common Core standards-aligned computer-based programs for reading and math respectively.

Low-achieving students are also provided remediation during the Summer Bridge program, Advisory, Office Hours (tutoring with the specific subject and teacher that he/she is failing), Special Needs/Academic Success, and the After-School Program (an after school program for students who do not complete their homework or need tutoring).

**Students Who Are Socio-Economically Disadvantaged**

Based on SY12-13 student demographic data, 87% of Ánimo Venice students come from socio-economically disadvantaged backgrounds. The school’s academic program is inherently formulated to address the needs of these students. Specific intervention programs include:

- **Summer Bridge** – Mandatory multi-week summer program that acclimates students to the culture of high school, high expectations and the development of a trusting community. During the Summer Bridge program, students will also be identified for special needs through Welligent or Diagnostic tests, English Learner levels, non-proficiency in standards and social-emotional support needs.

- **Math Tutorial** – Students who are non-proficient in Math 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.

- **CAHSEE Prep** – This program provides students the opportunity to prepare for taking the High School Exit Exam. Students will have access to an online and paperbound resource where tutorial or practice of similar CAHSEE-type questions is readily available.

**English Learners**

Ánimo Venice 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. 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 Venice will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents.

The home language survey will be given upon a student’s initial enrollment into Ánimo Venice (on enrollment forms).

**CELDT Testing**

All students who indicate that their home language is other than English shall be CELDT-tested within thirty days of initial enrollment and annually thereafter between July 1st and October 31st until re-designated as fluent English proficient.
Ánimo Venice shall notify all parents of CELDT results within thirty days of receiving results from the publisher. 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, course offered or reclassification. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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

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

Reclassification Procedures: Criteria for Student Reclassification From English Learner to Fluent English Proficient (RFEP):

Guidelines for Reclassification
The CELDT 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 CELDT of Early Advanced (EA) with no scores less than Intermediate (I)
2. Earn a score of Basic, Proficient or Advanced Proficient on the most recent English Language Arts test of the state-required test or the California Modified Exam (CMA)
3. Approval from current ELA teacher based on SOLOM and consideration of academic performance (English teachers will be trained on how to use the SOLOM for reclassification)
4. Provide written notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting
5. Reclassify Student as Fluent English Proficient
   - Place dated reclassification form signed by the English teacher in the student’s file.
• Include all students reclassified in Spring 1 report with reclassification and EL updates by CALPADS certification deadlines

6. Reclassify students throughout the year as new data becomes available. (Repeat Steps 1-5)
   • August, after state-required test/CMA data is published.
   • January, after CELDT data is published.

7. Monitor the academic progress of RFEP students for two years
   • If a student scores Below Basic or Far Below Basic on CMA-ELA or state-required test-ELA, a Tier 1, 2, or 3 intervention is initiated as appropriate.
   • Evidence of quarterly monitoring is entered onto the Student Reclassification Form in the student cumulative file.
   • If a student is failing core academic classes, RtI monitoring will be triggered.

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

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

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

ENGLISH LEARNERS

Ánimo Venice is required to timely identify potential English Learners (ELs) 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 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 (on or about October 1), Ánimo Venice shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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

Ánimo Venice shall provide to the CSD an annual report of its EL program assessment. Upon request, Ánimo Venice shall provide a copy of its current EL Master Plan to the CSD.

Ánimo Venice shall administer the CELDT annually in accordance with federal and state requirements.

Ánimo Venice 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.

**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**

All LAUSD-authorized charter schools must adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Ánimo Venice will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Ánimo Venice regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension.**

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

- **STAR – Preliminary and Final. (Including Charter Schools)**

  The usual file including District ID.
- **Norm day – 2013**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS – 2013 (Including Charter Schools)**

- All Students enrolled December 1, 2013.
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout 2012-13 (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district.

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

**Students Achieving Above Grade Level and “Gifted”**

The curriculum at Ánimo Venice is 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, benchmark data and through the Summer Bridge program. The Summer Bridge program is a two to five week introduction to high school that allows teachers to get to know students on an individual basis and assess ELA and Math abilities for appropriate placement and differentiation. Throughout their high school career, students found to be achieving above grade level will have an opportunity to excel through the following opportunities:

- Advanced Placement or Honors classes, or
- Differentiated instruction in the classroom, or
- Dual-enrollment in community college courses.

If students request the courses but do not otherwise meet the outlined criteria, the appeal process is detailed in the student-parent handbook.

Students found to be achieving above grade level will have an opportunity to excel through flexible grouping of students within classes or differentiated instruction in the classroom in all subject areas. 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. Differentiated learning classrooms where gifted students reside will be given additional or complementary assignments that challenge students’ thinking, while adding greater depth and complexity to the curriculum.

15 “Education Organizations Call for Greater Attention to Gifted Learners in Middle Schools,” National Association for Gifted Children, 30 July 2009 <http://www.nage.org/index.aspx?id=1027>
### Course Alignment with the A-G Requirements for Admission into the UC/CSU system

<table>
<thead>
<tr>
<th>Subjects to meet and exceed admission requirements for the UC/CSU system</th>
<th>Required number of years</th>
<th>9th Semester</th>
<th>10th Semester</th>
<th>11th Semester</th>
<th>12th Semester</th>
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<tbody>
<tr>
<td><strong>A. History/Social Science:</strong> US History, World History, Government</td>
<td>2 Required</td>
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<td></td>
<td>3 Recommended</td>
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<tr>
<td><strong>B. English</strong></td>
<td>4 Required</td>
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<tr>
<td><strong>C. Mathematics:</strong> Algebra I, Geometry, and Algebra II, Pre-Calculus, Calculus.</td>
<td>3 Required</td>
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<tr>
<td></td>
<td>4 Recommended</td>
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<tr>
<td><strong>D. Laboratory Science:</strong> Biology, Chemistry, Physics.</td>
<td>3 Required</td>
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<td></td>
<td>4 Recommended</td>
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<tr>
<td><strong>E. Language other than English</strong></td>
<td>2 Required</td>
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<td></td>
<td>3 Recommended</td>
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**Required number of years**

- **9th Semester:**
  - Semester 1
  - Semester 2
- **10th Semester:**
  - Semester 1
  - Semester 2
- **11th Semester:**
  - Semester 1
  - Semester 2
- **12th Semester:**
  - Semester 1
  - Semester 2

**Subjects**

- **A. History/Social Science:**
  - World History (AP)
  - World History (AP)
  - US History (AP)
  - US History (AP)
- **B. English:**
  - English 9
  - English 10
  - English 11 (AP)
  - English 12 (AP)
  - English 12 (AP)
- **C. Mathematics:**
  - Algebra I or Geometry
  - Algebra II or Geometry or Integrated Math
  - Algebra II or Geometry or Integrated Math
  - Algebra II or Trigonometry or Pre-Calculus
  - Algebra II or Trigonometry or Pre-Calculus
- **D. Laboratory Science:**
  - Biology or Physics
  - Chemistry or Biology
  - Physics or Chemistry
  - Anatomy and Physiology or AP Biology
- **E. Language other than English:**
  - Span I or II
  - Span I for Native Speakers
  - Span I for Native Speakers
  - Span II or III
  - Span II or III for Native Speakers or AP Language
  - Span III or AP Language or AP Literature

**Notes:**

- Econ* is a required course.
- Pre-Calculus or Calculus or Math Analysis is a required course.
- AP Literature is a recommended course.
<table>
<thead>
<tr>
<th>Subjects to meet and exceed admission requirements for the UC/CSU system</th>
<th>Required number of years</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td>Semester 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Digital Art</td>
<td>or Digital Art</td>
<td>or Digital Art</td>
<td>or Digital Art</td>
</tr>
<tr>
<td>G. College Preparatory Electives: visual and performing arts, history, English, advanced math, laboratory science and language other than English</td>
<td>1 Required</td>
<td>Composition</td>
<td>Composition</td>
<td>Advanced Composition</td>
<td>Advanced Composition</td>
</tr>
</tbody>
</table>

ACADEMIC CALENDAR AND SCHEDULES

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

School Calendar and School Time
A school site committee determines the daily bell schedule that meets the needs of its students. Ánimo Venice will have at least 183 student days and an additional 10 professional development days for its teachers. The current state minimum requirement for instructional minutes is 62,949 and Ánimo Venice is providing 65,000 instructional minutes. It will surpass the required number of minutes of instruction as set forth in Education Code 46201. Ánimo Venice will require its pupils to be in attendance at the school site at least 80 percent of the minimum instructional time required pursuant to EC Section 47612.5(a)(1).

We will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. Currently we double block humanities classes. This will allow teachers to establish a bond with their students and help them to become aware of each student’s strengths and weaknesses more quickly so that we can meet each student’s needs more efficiently. It also allows our teachers to provide additional support and intervention to ensure students are mastering the material. We do, however, plan to tailor the schedule as much as possible to the calendar in Los Angeles Unified School District without compromising our academic program. We want to be respectful of those families who have children in Los Angeles Unified School District and at Ánimo Venice.

A Sample Regular Daily Schedule

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:45</td>
<td>8:00 - 9:35</td>
<td>8:00 - 9:35</td>
<td>8:00 - 9:35</td>
<td>8:00 - 9:35</td>
</tr>
<tr>
<td>PERIOD 1</td>
<td>PERIOD 1</td>
<td>PERIOD 5</td>
<td>PERIOD 1</td>
<td>PERIOD 5</td>
</tr>
<tr>
<td>PERIOD 2</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>BREAK</td>
<td>PERIOD 2</td>
<td>PERIOD 6</td>
<td>PERIOD 2</td>
<td>PERIOD 6</td>
</tr>
<tr>
<td>PERIOD 3</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>PERIOD 4</td>
<td>PERIOD 3</td>
<td>SSR</td>
<td>PERIOD 3</td>
<td>SSR</td>
</tr>
<tr>
<td>LUNCH</td>
<td>BREAK</td>
<td>PERIOD 7</td>
<td>BREAK</td>
<td>PERIOD 7</td>
</tr>
<tr>
<td>PERIOD 5</td>
<td>PERIOD 4</td>
<td>TEACHER PREP</td>
<td>PERIOD 4</td>
<td>TEACHER PREP</td>
</tr>
<tr>
<td>12:43 - 1:36</td>
<td>3:16 - 4:30</td>
<td>2:30 - 4:00</td>
<td>3:16 - 4:30</td>
<td>2:15 - 3:30</td>
</tr>
<tr>
<td>BREAK</td>
<td>Office Hours</td>
<td>PD</td>
<td>Office Hours</td>
<td>COLLABORATION</td>
</tr>
<tr>
<td>12:51 - 1:36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERIOD 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:41 - 2:41</td>
<td>ADVISORY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:46 - 3:31</td>
<td>PERIOD 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:31 - 4:45</td>
<td>Office Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual bell schedules vary by schools site, but all Green Dot schools exceed the state requirements for instructional minutes.
A **Sample** Minimum Day Schedule

<table>
<thead>
<tr>
<th>TUES/THURS</th>
<th>WED/FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:00</td>
<td>8:00 - 8:25</td>
</tr>
<tr>
<td>9:05 - 10:05</td>
<td>8:30 - 9:30</td>
</tr>
<tr>
<td>10:05 - 10:15</td>
<td>9:35 - 10:35</td>
</tr>
<tr>
<td>10:20 - 11:20</td>
<td>10:35 - 10:40</td>
</tr>
<tr>
<td>11:25 - 12:25</td>
<td>10:45 - 11:10</td>
</tr>
<tr>
<td></td>
<td>11:10 - 12:10</td>
</tr>
</tbody>
</table>

Individual bell schedules vary by schools site, but all Green Dot schools exceed the state requirements for instructional minutes.
A Sample Academic Calendar

Green Dot High School
Calendar/Calendario (2014-2015)

Sports, Clubs and Community Service Activities

Ánimo Venice believes that co-curricular sports, clubs, and community service activities are central to an effective education.
Sports
Multiple athletic programs will be offered at the school site. The many programs that are offered may include boys’ and girls’ basketball, volleyball, soccer, baseball, softball, track and cross-country.

Clubs
Ánimo Venice will offer a wide variety of activities outside of the academic program and are not counted toward our instructional minutes. Depending on student interest and budgetary constraints, this may include: Gay Straight Alliance, Building Bridges, Leadership, Ánimo Student Body and other student-initiated activities. We plan to take advantage of charter status flexibility in adjusting our schedule to allow these activities. Based on the operating history of other Green Dot schools, several clubs are in the school’s first year of operation and are expanded in subsequent years based on student interest and demand. In some cases, transportation is required for club activities. Ánimo Venice typically draws from the Student Events line items to fund the needs of the clubs (transportation costs are included as part of these line items).

Process by which Curriculum, Materials, and Instructional Activities are selected
The books utilized for each course at the school will be chosen through a collaborative effort between the school principal, its founding teachers and Green Dot’s Home Office. Green Dot’s education team will provide a list of recommended textbooks and teaching strategies for different courses at the school. Since Green Dot schools have experienced similar success with different textbooks in different classrooms, the principal and teachers of the school will determine which textbooks and strategies from the recommended list below are most relevant for their school. Each textbook selected must be aligned with state standards and Common Core standards for the content area and grade level. Teachers are also expected to use additional sources, such as novels, periodicals and internet research, to complement the material found in textbooks.

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 7:30 a.m. and are greeted by an Administrator and Office Assistant. The school environment is a small, safe school that allows teachers and staff to provide individualized attention and prepare students for college, leadership and life. Our master schedule is designed to meet the needs of our students. Our A-G curriculum and focus on the California content standards and Common Core standards provide a rigorous and well-rounded education. In order to ensure our students are successful, we have incorporated interventions into our daily schedule, including reading and math support, Read 180, and an Advisory course. Our Advisory course allows students to create a one-on-one relationship with their teacher and also is a conduit for college readiness, leadership development and overall youth development.

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

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charity School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

Refer to “Element 2, Measureable Pupil Outcomes and Element 3, Method by which Pupil Progress Toward Outcomes will be Measured” for the goals related to the Eight State Priorities as identified in the California Ed Code 52060 (d) and the actions Ánimo Venice will take to achieve these goals.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES and ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

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

Measurable Student Outcomes (The extent to which all pupils demonstrate attainment of the skills, knowledge, and attitudes specified as goals in the school’s educational program)
Ánimo Venice uses the same school 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 Venice to perform at similar levels as other Green Dot schools. As described previously, Ánimo Venice expects to graduate students that have developed the following skills:

College-Directed Learners
- Able to think critically and analytically in order to understand complex concepts across the curriculum
- Knowledgeable of college requirements and application process
- Prepared for required high school curriculum meeting A-G requirements
- Knowledgeable regarding career field choices and educational pathways

Cultural Learners
- Aware of cultural differences, unique group histories and diverse perspectives
- Bi-literate in English and Spanish
- Able to understand the dynamics of language and culture
- Able to communicate with sensitivity within and across diverse communities

Innovative Leaders
- Models of ethical behavior through their involvement in school functions, clubs, and committees
- Able to contribute to the success of individuals and their community through voluntary service
- Effective oral communicators in distinct situations
• Informed participants in the democratic process

**Life-Long Learners**
• Responsible, mature decision-makers
• Goal-oriented in their personal pursuits
• Able to successfully integrate multiple uses of technology
• Adaptive to a wide array of professional and cultural settings through exposure to events outside the immediate community

All students will be held accountable to the California State standards and Common Core standards and supported to reach the Green Dot objectives for performance. In addition, Ánimo Venice and Green Dot expect its graduates to have mastered all or part of the following:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Aligned State/Common Core Standards</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/ Language Arts</td>
<td>• Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works</td>
<td>• ELA SBAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AP Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quarterly Benchmarks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quarterly Report Cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CAHSEE</td>
</tr>
<tr>
<td>English Language</td>
<td>• Students will gain increasing control of the ability to understand, speak, read and write in English</td>
<td>CELDT</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td>ELA SBAC</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers</td>
<td>Math SBAC</td>
</tr>
<tr>
<td></td>
<td>• Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data</td>
<td>AP Exams</td>
</tr>
<tr>
<td></td>
<td>• Students conceptually understand and work with ratios and proportions</td>
<td>Quarterly Benchmarks</td>
</tr>
<tr>
<td></td>
<td>• Students will demonstrate ability to manipulate numbers and equations</td>
<td>Quarterly Report Cards</td>
</tr>
<tr>
<td></td>
<td>• Students will make conversions between different units of measurement</td>
<td>CAHSEE</td>
</tr>
<tr>
<td></td>
<td>• Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>• Students will demonstrate, through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology</td>
<td>Science State-Required Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly Benchmarks</td>
</tr>
<tr>
<td>History/ Social</td>
<td>• 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</td>
<td>History State-Required Tests</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td>AP Exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly Benchmarks</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>• Students will demonstrate, in a foreign language, the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works</td>
<td>Individual Course Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>
MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


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

Measuring Pupil Outcomes: Summative Assessment Performance Targets

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following is a table describing the Charter School’s annual goals to be achieved in the State Priorities school-wide and for pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “sub-priorities.”

Ánimo Venice’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by the Green Dot Board of Directors (by July 1, 2014).

<table>
<thead>
<tr>
<th>STATE PRIORITY #1— BASIC SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – INSTRUCTIONAL MATERIALS**

| **GOAL TO ACHIEVE SUB-PRIORITY** | Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition |
| **ACTIONS TO ACHIEVE GOAL** | Instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget. |
| **MEASURABLE OUTCOME** | 100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition |
| **METHODS OF MEASUREMENT** | Principal reviews all instructional materials before purchase; school maintained list of textbooks and supplemental materials |

**SUB-PRIORITY C – FACILITIES**

| **GOAL TO ACHIEVE SUB-PRIORITY** | School facilities are maintained in good repair |
| **ACTIONS TO ACHIEVE GOAL** | Daily general cleaning by custodial staff will maintain campus cleanliness; regular facility inspections will screen for safety hazards |
| **MEASURABLE OUTCOME** | Daily cleanliness spot checks; 90% of items on Site Inspection Lists in compliance or good standing |
| **METHODS OF MEASUREMENT** | Daily cleanliness spot checks by School Administrators; site inspection documents |

**STATE PRIORITY #2—IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

**SUB-PRIORITY A – CCSS IMPLEMENTATION**

| **GOAL TO ACHIEVE SUB-PRIORITY** | • Charter School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups  
• Charter School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state  
• Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) |
### ACTIONS TO ACHIEVE GOAL
- Green Dot implements its three year Common Core Transition Plan (SY12-13 Awareness; SY13-14 Transition; SY14-15 Implementation) across its network of schools
- Green Dot Education Team will ensure ELA and Math curricula and assessments are aligned to the Common Core State Standards
- Green Dot teachers will participate in annual professional development on the implementation of the Common Core State Standards

### MEASURABLE OUTCOME
Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS

### METHODS OF MEASUREMENT
School master calendar and PD calendar will serve as evidence of participation by teachers in professional development activities.

### SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL students will participate in ELA/Literacy instruction with appropriate instructional support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students will gain academic content knowledge through the implementation of the CA CCSS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher lesson plans; teacher/class roster</td>
<td></td>
</tr>
</tbody>
</table>

### STATE PRIORITY #3— PARENTAL INVOLVEMENT

**Parental involvement, including parent participation and efforts to seek parent input for decision-making**

### SUB-PRIORITY A – PARENT INVOLVEMENT

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will provide opportunities for parent involvement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will host at least 3 parent activities/events per semester</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will host at least 3 parent activities/events per semester</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School parent events calendar; Charter School parent event agenda; event sign-in sheets</td>
<td></td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – PARENT INPUT

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter school will provide opportunities for parent input in school site decisions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS TO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will have at least 2 parents sitting on its School Advisory Board</td>
<td></td>
</tr>
<tr>
<td><strong>ACHIEVE GOAL</strong></td>
<td>Council (SAC)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Minimum of 2 parents on School Advisory Council</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Charter School SAC roster; SAC meeting minutes</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

- **A.** Statewide assessments
- **B.** The Academic Performance Index (API)
- **C.** Percentage of pupils who are college and career ready
- **D.** Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT)
- **E.** EL reclassification rate
- **F.** Percentage of pupils who have passed an AP exam with a score of 3 or higher
- **G.** Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness

**SUB-PRIORITY A – STATEWIDE ASSESSMENTS: ELA/LITERACY AND MATHEMATICS**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></th>
<th>Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CA MAPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CA MAPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>CA MAPP Score reports</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – API**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></th>
<th>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CA MAPP</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY C – COLLEGE AND CAREER READY**

**GOAL TO ACHIEVE SUB-PRIORITY**

Students are on track to be college and career ready

**ACTIONS TO ACHIEVE GOAL**

Literacy intervention courses; administer Scholastic Reading Invention (SRI) to determine Lexile

**MEASURABLE OUTCOME**

Students taking the SRI continuously will average Lexile growth of 40-60 points per semester

**METHODS OF MEASUREMENT**

Lexile reports by grade level

**SUB-PRIORITY D – EL PROGRESS**

**GOAL TO ACHIEVE SUB-PRIORITY**

EL students will advance at least one performance level on the CELDT each academic year

**ACTIONS TO ACHIEVE GOAL**

EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies

**MEASURABLE OUTCOME**

75% EL students advance at least one performance level on the CELDT each academic year

**METHODS OF MEASUREMENT**

CELDT Score Reports

**SUB-PRIORITY E – EL RECLASSIFICATION RATES**

**GOAL TO ACHIEVE SUB-PRIORITY**

EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment

**ACTIONS TO ACHIEVE GOAL**

EL students will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies

**MEASURABLE OUTCOME**

EL students reclassified as Fluent English Proficient annually will meet or exceed targets for growth once set by the State

**METHODS OF MEASUREMENT**

CELDT results; internal reclassification documents; CALPADS submissions

**SUB-PRIORITY F – AP EXAM PASSAGE RATE**

**GOAL TO ACHIEVE SUB-PRIORITY**

Graduating seniors will pass AP exams at a rate higher than comparable neighborhood school averages

**ACTIONS TO ACHIEVE GOAL**

Students will have access to AP exams in English, Math, Science, History, & Spanish as determined by their counselor. Course curriculum and supports will be aligned to passage of AP exams administered.
<table>
<thead>
<tr>
<th><strong>MEASURABLE OUTCOME</strong></th>
<th>Graduating seniors will pass AP exams at a rate higher than comparable neighborhood school averages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>AP exams from CollegeBoard</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY G – COLLEGE PREPAREDNESS/EAP**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></th>
<th>Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Counselors will ensure all students are on A-G graduation pathway, including A-G analysis at the end of each semester. All 11th graders will take EAP exams as part of pathway. EAP prep will be incorporated into 11th grade curriculum.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood schools</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>EAP exams; internal semester-to-semester A-G tracking; internal senior tracking.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #5— STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

- **A. School attendance rates**
- **B. Chronic absenteeism rates**
- **C. Middle school dropout rates**
- **D. High school dropout rates**
- **E. High school graduation rates**

**SUB-pRIORITY A – STUDENT ATTENDANCE RATES**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></th>
<th>School will maintain a high ADA rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; parents &amp; families will be engaged throughout year; students not meeting attendance standard will be entered into SART process</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annual Average Daily Attendance will be at least 95%</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Daily, 20-Day and Year-to-Date ADA reports</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY B – STUDENT ABSENTEEISM RATES**
<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-pRIORITY</strong></th>
<th>School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO</strong></td>
<td><strong>ACHIEVE GOAL</strong></td>
<td>Parents and students will be informed of our attendance policies specified in our Student Handbook given out at the beginning of every year and to in-year enrollees; students not meeting attendance standard will be entered into SART process</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>Annual Average Daily Attendance will be at least 95%; fewer than 5% of students will be in SART process</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>Daily, 20-Day and Year-to-Date ADA reports; automated SART process in PowerSchool</td>
</tr>
</tbody>
</table>

**SUB-priority C – Middle School Dropout Rates**

**GRADE LEVELS NOT APPLICABLE TO SCHOOL**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-priority</strong></th>
<th>School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO</strong></td>
<td><strong>ACHIEVE GOAL</strong></td>
<td>Regular meetings with school counselor; continued use of SART process; administrator speaks with parent prior to terminating enrollment from school</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>CDE cohort dropout rates will be lower than CDE cohort dropout rates at comparable neighborhood schools</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>Dataquest; internal dropout projections based on CALPADS extracts</td>
</tr>
</tbody>
</table>

**SUB-priority D – High School Dropout Rates**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE</strong></th>
<th><strong>SUB-priority</strong></th>
<th>School will graduate as 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO</strong></td>
<td><strong>ACHIEVE GOAL</strong></td>
<td>Regular meetings with school counselor; continued use of SART process; administrator speaks with parent prior to terminating enrollment from school</td>
</tr>
<tr>
<td><strong>MEASURABLE</strong></td>
<td><strong>OUTCOME</strong></td>
<td>CDE cohort graduation rates will be higher than CDE cohort dropout rates at comparable neighborhood schools</td>
</tr>
<tr>
<td><strong>METHODS OF</strong></td>
<td><strong>MEASUREMENT</strong></td>
<td>Dataquest; internal graduation projections based on CALPADS extracts and senior tracking</td>
</tr>
</tbody>
</table>

**SUB-priority E – High School Graduation Rates**

<table>
<thead>
<tr>
<th><strong>STATE PRIORITY #6—SCHOOL CLIMATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>School climate, as measured by all of the following, as applicable:</em></td>
</tr>
<tr>
<td>A. <em>Pupil suspension rates</em></td>
</tr>
<tr>
<td>B. <em>Pupil expulsion rates</em></td>
</tr>
<tr>
<td>C. <em>Other local measures, including surveys of pupils, parents, and teachers on the sense of</em></td>
</tr>
</tbody>
</table>
### Sub-priority A – Pupil Suspension Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will reduce its suspension rates each year of its operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Continued implementation of Safe &amp; Civil strategies; real-time tracking and reports for all discipline data; involvement of family in process; Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>School will reduce its suspension rates each year of its operation</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report; Internal Reports</td>
</tr>
</tbody>
</table>

### Sub-priority B – Pupil Expulsion Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Charter School will maintain a low annual expulsion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Continued implementation of Safe &amp; Civil strategies; real-time tracking and reports for all discipline data; involvement of family in process; Green Dot Education Team will assess Green Dot Suspension and Expulsion policies annually</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Annually, 1% or fewer of enrolled students will be expelled</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report; Internal Reports</td>
</tr>
</tbody>
</table>

### Sub-priority C – School Connectedness

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students, families, and school community will feel a sense of connectedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Continued implementation of athletics, after-school programs, SAC, and other programs integral to school operations; continued involvement of families in all key school operations</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Annual student &amp; family recommendation of school to a friend of 85%+</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Internal surveys included in teacher &amp; leader evaluation</td>
</tr>
</tbody>
</table>

### State Priority #7 – Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health,
physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE PRIORITY</th>
<th>Students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to academic and educational program as outlined in the school’s charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Charter School will design its master schedule to meet the needs of its students using prior student academic performance. Master schedule will focus on California content standards and Common Core State Standards and include Advisory and interventions, as necessary</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 100% of students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs, will have access to and can enroll in core and non-core subjects content areas available</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Charter School master schedule; Student schedules</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #8— PUPIL OUTCOMES**

Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable

### SUB-PRIORITY A – SUMMER BRIDGE

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Incoming ninth grader participation in Summer Bridge program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Charter School will host Summer Bridge program annually before school year begins</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>80% student participation in Summer Bridge program</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Summer Bridge rosters</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – ELA INTERVENTION

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Students will be placed correctly into ELA intervention courses (e.g., Read 180, Academic English Essentials, Expository Reading and Writing Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Incoming student ELA levels will be assessed during Summer Bridge program</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of students are correctly placed into ELA intervention courses</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Green Dot Hot Schools Dashboard</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Sub-Priority C – Math Intervention</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal to Achieve Sub-Priority</strong></td>
<td>Students will be placed correctly into Math intervention courses (e.g., Math Support, Integrated Math)</td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>Incoming student Math levels will be assessed during Summer Bridge program</td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>90% of students are correctly placed into Math intervention courses</td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Green Dot Hot Schools Dashboard</td>
</tr>
</tbody>
</table>

**Performance Targets Aligned to State Priorities**

Below is a chart “consistent with the way information is reported on a school accountability report card”, CA Education Code 47605(b)(5)(C)), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d).

The Charter School’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by the Green Dot Board of Directors (by July 1, 2014).

**State Priority 1: Basic services**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A) Percentage of teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>B) Percentage of students that will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>C) Daily cleanliness spot checks</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
<td>Daily</td>
</tr>
<tr>
<td>C) Percentage of items on Site Inspection Lists in compliance or good standing</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**State Priority 2: Implementation of academic content and performance standards**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A) Teacher participation in Professional Development and trainings in CA CCSS</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>B) Percentage of students that will gain academic content knowledge through the implementation of the CA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
State Priority 3: Parental involvement

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A) Number of parent activities/events Charter School will host per semester</td>
<td>3 activities or events</td>
<td>3 activities or events</td>
<td>3 activities or events</td>
<td>3 activities or events</td>
<td>3 activities or events</td>
</tr>
<tr>
<td>B) Minimum number of parents on School Advisory Council</td>
<td>2 parents</td>
<td>2 parents</td>
<td>2 parents</td>
<td>2 parents</td>
<td>2 parents</td>
</tr>
</tbody>
</table>

State Priority 4: Student achievement

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A) CA MAPP English Language Arts/Literacy and Mathematics statewide assessment growth targets for students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities)</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
</tr>
<tr>
<td>B) API growth target, or equivalent assessment target*</td>
<td>Meet target</td>
<td>Meet target</td>
<td>Meet target</td>
<td>Meet target</td>
<td>Meet target</td>
</tr>
<tr>
<td>C) Semester Lexile growth on SRI</td>
<td>40-60 points</td>
<td>40-60 points</td>
<td>40-60 points</td>
<td>40-60 points</td>
<td>40-60 points</td>
</tr>
<tr>
<td>D) Percentage of EL students advancing at least one performance level on CELDT</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>E) Percentage of EL students reclassified as Fluent English Proficient</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
<td>Meet or exceed target for growth</td>
</tr>
<tr>
<td>F) AP exam passage rate by graduation seniors</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
</tr>
<tr>
<td>G) EAP exam passage rate by eleventh graders</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
</tr>
<tr>
<td>G) Percentage of graduating seniors that will graduate A-G</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
<td>Higher than comparable neighborhood schools</td>
</tr>
</tbody>
</table>

State Priority 5: Student engagement

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A) Annual Average Daily Attendance</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>B) Student Absenteeism Rates</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
<td>&lt;5%</td>
</tr>
<tr>
<td>C) Middle School Dropout Rates</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>D) CDE Cohort High School Dropout Rates</td>
<td>Lower than comparable neighborhood schools</td>
<td>Lower than comparable neighborhood schools</td>
<td>Lower than comparable neighborhood schools</td>
<td>Lower than comparable neighborhood schools</td>
<td>Lower than comparable neighborhood schools</td>
</tr>
<tr>
<td>E) CDE Cohort High School</td>
<td>Higher than</td>
<td>Higher than</td>
<td>Higher than</td>
<td>Higher than</td>
<td>Higher than</td>
</tr>
</tbody>
</table>
Graduation Rates | comparable neighborhood schools | comparable neighborhood schools | comparable neighborhood schools | comparable neighborhood schools | comparable neighborhood schools

State Priority 6: School climate

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A) Pupil Suspension Rates</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
<td>Lower than prior year</td>
</tr>
<tr>
<td>B) Pupil Expulsion Rates</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>C) Annual student &amp; family recommendation of school to a friend</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
<td>85%</td>
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State Priority 7: Course access

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<tbody>
<tr>
<td>Percentage of students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs, that will have access to and can enroll in core and non-core subjects content areas available</td>
<td>100%</td>
<td>100%</td>
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State Priority 8: Pupil outcomes

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<tbody>
<tr>
<td>A) Student participation in Summer Bridge program*</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>B) Percentage of students correctly placed in ELA intervention courses</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>C) Percentage of students correctly placed in Math intervention courses</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
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</table>

*Program Participation targets may be revised as Ánimo Venice becomes more familiar with its incoming student population and student needs are assessed.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Benchmarks To Be Met

The achievement of Ánimo Venice 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 Venice 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 Venice is also serving similar demographic characteristics as LAUSD neighborhood schools.

**Data Analysis and Reporting (Delineation of When and How Pupil Outcomes will be Assessed)**

College-prep, rigorous assessments that are aligned to state content standards and Common Core standards are provided to all Ánimo Venice 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 Venice ensures that student report card grades measure the level of student mastery of content standards and Common Core 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. For example, the English Department may develop a writing rubric aligned with state content standards and Common Core to address the writing skills of Ánimo Venice students.

Ánimo Venice 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 three placement exams (one in reading, one in math, and one in Spanish) during the summer. The reading test is taken from Read 180, a standards-aligned reading acceleration program, and determines a student’s lexile level so that Ánimo Venice can determine which students are reading at a Basic, Below Basic or Far Below Basic level. The Green Dot Math Diagnostic test is used to determine algebra-readiness. A teacher-created Spanish assessment is used to determine the reading and writing level of Native Speakers. Incoming students are tested during the Summer Bridge Program.

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 English/Language Arts. Students who score Basic, Below Basic or Far Below Basic on the math assessments may be placed in a course specially designed to support them in their mathematics.

Ánimo Venice will use quarterly interim assessments to benchmark student progress in core areas including English, Math, Science and History. This program includes pacing guides, exams, a variety of data reports and analysis of student scores. 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.

Ánimo Venice agrees to the following:

- All teachers must administer benchmark exams.
Teachers can give each benchmark exam anytime during the window.
All teachers must agree to follow the blueprints/pacing guides for all benchmark exams.
All teachers will participate in collaboration days to share reflections on their data and collaborate on next steps for unit planning.
Ánimo Venice administrators must help teachers devise a plan for sharing benchmark data with students and parents.
Ánimo Venice administrators must monitor the implementation of next steps devised by teachers after benchmark data is received.

Ánimo Venice staff will also use data from state assessments, diagnostic assessment (e.g. Read 180, Math Diagnostic) and classroom assessments on a quarterly basis to inform instruction and student placement. Ánimo Venice will use all of these indicators to monitor student growth and school progress. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Algebra by 16%. 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.

Student achievement and assessments are also 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 meet on early release Fridays to discuss progress towards department goals and curriculum pathways. Each grade level functions 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 are also invited to participate in the Student Success Teams to ensure students are receiving the support they need to be successful.

The Ánimo Venice staff 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 (described in further detail in Element 3) 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.

Identification of who will be Accountable for Student Progress
Green Dot holds the principal of Ánimo Venice ultimately accountable for the success of the school and student performance. By implementing the Green Dot school model, the Ánimo Venice staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at Ánimo Venice will be based upon constant reflection and improvement.
As required under No Child Left Behind (“NCLB”), Ánimo Venice will work with its staff to insure 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 Venice will implement all provisions of NCLB that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. Ánimo Venice may also implement extended learning for students falling behind who need extra help.

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.

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

- **Placement exams**: All incoming enrolled students are given placement exams in order to determine proficiency levels in math and reading. Comparable tests are given at the end of the year to measure progress. The CELDT exam is administered at the beginning of the year to determine English language proficiency for those whose first language is not English. CELDT is administered annually until students are designated English fluent.
- **State-Required Standardized Tests**: All state-required tests including Common Core tests and CELDT, are given and analyzed closely. 8th grade scores for incoming 9th grade students are gathered after enrollment so that growth can be compared.
- **Green Dot Interim Assessments**: Green Dot schools will use interim assessments to assess student mastery of standards, norm teaching practices across schools, and drive teacher reflection and improvement of practice.
- **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.

Green Dot uses two data and information management systems (PowerSchool and Data Director) to track students’ progress on classroom and state standardized assessments. Teachers critically analyze student data, identify strengths and weaknesses, and develop individualized learning plans for their students. Goals are clearly communicated to students and parents on a regular basis. Assessments and data analysis help administrators and teachers improve instruction.
Student performance will also be measured in non-curricular areas such as class attendance and discipline. For example, Ánimo Venice will actively track each student’s attendance and conduct.

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

The philosophy of Ánimo Venice, 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 (academic content standard such as Common Core) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

- **DO:** *Linking standards to curriculum and assessment:* Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards and Common Core standards at least twice a year.

- **STUDY:** *Measuring student performance and monitoring progress toward goals:* Progress is objectively measured by the annual statewide assessments for each grade. Classroom teachers may also measure achievement using the interim benchmark assessments and classroom performance assessments. Progress is communicated to parents on a regular basis. Progress reports are issued quarterly and parents have daily access to student grades on PowerSchool.

- **ACT:** *Using the data to identify strengths and areas of improvement:* Staff will set baseline expectations for incoming students (e.g., information from previous assessments), recommend additional support if needed, administer all assessments, including school, district, and state-required testing, develop evaluative comparisons with similar populations using disaggregated data, set priorities for professional development, and assist with the allocation of resources.

In addition, Ánimo Venice has a performance scorecard 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:
# Matrix of Evidence to Improve Pupil Learning

<table>
<thead>
<tr>
<th>Measure</th>
<th>Analyze</th>
<th>Develop Action Plan and Set Goals</th>
</tr>
</thead>
</table>
| 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 | • Completion of Volunteer Hours  
• 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  
• Cluster Director 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 | • Performance at individual schools  
• Employee Retention  
• New schools opened  
• Fiscal Management  
• District / Systematic change influenced | • 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 |

## Grading, Progress Reporting, and Promotion/Retention

Ánimo Venice is committed to providing a California state standards and Common Core-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. Further, we encourage our students to meet and exceed the minimal requirements for entrance into the California public university system upon graduation from high school. To this end, as a grade of “D” neither
indicates proficiency in the California state standards/Common Core standards nor is accepted by the University of California or California State University systems, any grade below a “C” shall be considered insufficient to pass the course for college admission requirements.

Ánimo Venice Charter High School Grading Scale
A= superior work, the student consistently excels in quality of work; a college recommending grade.

B= above average work, the student maintains a good standard of work; a college recommending grade.

C= average work, the student does expected work at a moderate level of achievement; this is a non-college recommending grade.

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. A “D” does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
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<tr>
<td>A</td>
<td>93%-99%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78%-79%</td>
</tr>
<tr>
<td>C</td>
<td>73%-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68%-69%</td>
</tr>
<tr>
<td>D</td>
<td>63%-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60%-62%</td>
</tr>
<tr>
<td>F</td>
<td>59%</td>
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Ánimo Venice requires regular attendance at school to ensure students receive a quality education. If a student incurs more than ten (10) school days of consecutive absence due to health or physical impairment, he/she shall seek home and/or hospital based instruction.

Home and hospital schooling shall begin as soon as the student’s physical and mental health permits. The amount of instructional service time provided through the home and/or hospital program shall be determined in relation to each student’s education needs, as well as his/her physical and mental health.

If a student is eligible for home and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor’s forms. This meeting will include the parent, student, Counselor, and a grade level representative and will determine the schedule for the home school teacher to provide service.

The grade of “I” (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester or they become an “F”.

Failed courses are to be taken and passed during the summer immediately following the year of failure.
Parent-Student-Teacher Conferences
Ánimo Venice 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.

In addition, parent conferences scheduled at the completion of the first and third quarters, provide an important opportunity to evaluate each student’s progress (schools will set individual dates). Progress reports from the first and third quarter will be reviewed at conferences and parents will be provided with academic updates.

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 high school transcript.
ELEMENT 4: GOVERNANCE

CA Education Code 47605 (b) (5) (D)
The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent involvement.

GENERAL PROVISIONS

As an independent charter school, Ánimo Venice, 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.

Ánimo Venice shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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 Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

Nonprofit Public Benefit Corporation
Ánimo Venice is an independent charter school governed by Green Dot Public Schools, a 501 (c) (3) non-profit benefit California Corporation operated per Educ. Code section 47604. Green Dot is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of Ánimo Venice will rest with Green Dot’s Board of Directors. The Board of Directors will be responsible for major strategic and policy decisions related to the schools and will also need to ensure Ánimo Venice’s financial sustainability. Ánimo Venice and/or its non-profit corporation Green Dot Public Schools is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. Attached, as an Appendix, please find the articles of incorporation and corporate bylaws of Green Dot Public Schools.
Green Dot Board of Directors
New members of the Green Dot Board of Directors are typically nominated by an existing board member(s). The Green Dot board frequently discusses additions to its membership based on the need to add additional functional expertise and/or balance representation of the communities served by Ánimo Venice and other Green Dot schools. Once nominated, the board undergoes a thorough review process including a nominee’s professional background, community involvement, and commitment to Green Dot’s mission. In order to be confirmed, nominees will have to receive a unanimous vote by the existing Board of Directors. Board members start with one-year terms; after that they are up for election every two years with no limitation on total terms.

Board Authority
The Board approves budgets for Ánimo Venice, approves major school and Green Dot policies. The Board’s responsibilities include, but are not limited to, the following:

- Determine the school intention and overall program design as described in the charter;
- Establish educational policies with respects to admitting students;
- Determine staffing patterns and design;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain Board operations;
- Move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations; and
- Conduct student expulsion and employee termination appeals.

The Board may initiate and carry on any program or activity, or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law, and which is not in conflict with the purposes for which schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed upon it by law, and may delegate to Management Team employees, including input from school site administrators, any of those duties excluding “Maintain Board operations.” 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 Management Team employees) designated by the Board; 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 at a meeting compliant with the Brown Act.

Board Meetings
The entire Green Dot Board of Directors meets on a quarterly basis. All board meetings are open to the public. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). For all
regular meetings, an agenda will be posted 72 hours in advance, on the main entrance of its Home Office at 1149 S. Hill St., Ste. 600, Los Angeles, CA 90015. Meeting minutes and board actions are recorded and copies are placed on the bulletin board in the main office and are made also available to the public via the Green Dot website. The public may request board records by calling Green Dot at (323) 565-1600 or via email at info@greendot.org.

**Quorum Requirements**
A majority of the voting members of the 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 Board present at any meeting, the meeting shall be adjourned.

**Board Action Requirements (Board Action/Voting)**
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 regular 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 action.

**Teleconference Participation**
Members of the 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 boundaries of the territory in which the Corporation operates;
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 of Directors directly at each teleconference location; 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.

**Green Dot Management**
Green Dot’s Management Team will be responsible for the majority of the policy setting decisions including 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, Green Dot's Management
Team 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 Management Team is required to manage, support and hold accountable all Green Dot employees in order to fulfill the requirements of each charter petition within the Green Dot network. Board approval required on critical decisions impacting Board-level responsibilities are described above in “Element 4, Governance, Board Authority.”

Cluster Director-level and above leaders are part of the Management Team (e.g., CEO, President and CAO, CFO, VP of Education, VP of Human Capital, VP of National Expansion, VP of IT, VP of Employee Solutions, VP of Finance and Business Affairs, Cluster Directors). Members of the Management Team are selected by the CEO as authorized by the Board. The Green Dot Management Team will meet on a weekly basis to focus on key issues dealing with Ánimo Venice and other schools. Green Dot Management will meet with the principal formally on a monthly basis to discuss academic success, school operations, financial management, attendance, reporting, etc. This process helps ensure that schools are hitting their targets and continually improving. School performance and data will be relied on heavily for decision making.

**School Principal**
The Principal is responsible for the daily administrative operation of the school and is accountable first to Green Dot Management and ultimately to Green Dot’s Board. Additionally, a School Advisory Council made up of the Principal, teachers, staff and community members exists in order to help with the day-to-day decisions occurring at the school site level.

**School Advisory Council**
There will be numerous opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs, including the disciplinary process, student recruiting, all-school meetings, and the school newspaper.

Parents will be treated by staff members as collaborators in the educational process. The selection process for the School Advisory Council is listed below. The Advisory Council, comprised of parents, teachers, classified staff, students, community representatives, and administrators, will also recommend policy to Green Dot management. The composition of the School Advisory Council may include: the Principal, 4 teachers, 1 classified staff member, 3 parents and 3 students. Teachers and classified staff members are nominated or volunteer to serve on the School Advisory Council. Parents are given the opportunity to volunteer and can earn service hours for their participation on the School Advisory Council. Students may be selected from the School’s Student Council to participate. The School Advisory Council will meet monthly. Parental views and expertise will be sought in developing policies and solving school-wide problems through representatives serving on the Advisory Council and various committees. Communication with parents, whether about school policies and programs or about their own children, will be frequent, clear and two-way.
Outside of the School Advisory Council and the District English Language Advisory Council (DELAC), all other parent meetings are informative and open to all parents. Parents are invited via school newsletters, calendars and BlackBoard messages.

**Green Dot Governing Structure**

![Governing Structure Diagram]

**Management Team (Chief-level Positions)**

*Marcos Petruzzi – Chief Executive Officer*

Marcos Petruzzi is the Chief Executive Officer of Green Dot Public Schools. He originally joined Green Dot as President and Chief Operating Officer in January 2007. Prior to Green Dot, Marco founded r3 school solutions, an organization that provided management and administrative services to charter management organizations. Prior to founding r3 school solutions, he was a Vice President at Bain & Co., a global management consulting firm. Marco has fifteen years of consulting experience working with top management of major international groups in corporate and product-market strategy, channel management, pricing strategy, commercial organization, operations, R&D management and supply chain management assignments, in the USA, South America, and Europe. Prior to joining Bain & Company, Marco also worked at McKinsey & Co. and for Enichem Americas, a petrochemical trading company based in New York. Marco earned a B.S. in Industrial Engineering at Columbia University, where he also earned an M.B.A. He has extensive international experience, having lived in six different countries, and is fluent in four
languages (English, Spanish, Portuguese and Italian). Marco, an active community member, is married and has two children, both attending public schools. He is also the Venice chapter president of LAPU (Los Angeles Parents Union) and served on Green Dot's Board of Directors from 2002 until 2006.

**Dr. Cristina de Jesus – President & Chief Academic Officer**

Dr. Cristina de Jesus is Green Dot's President and Chief Academic Officer. She currently oversees all academic programs, curriculum development, human capital and training programs for administrators and teachers. She previously served for two years as Vice President of Curriculum and Instruction, and for four years as the founding principal at Ánimo Inglewood Charter High School, Green Dot's second school. Prior to joining Green Dot, Cristina was an English and History teacher for seven years in the Santa Monica/Malibu School District. While in Santa Monica, she served as the Department Chair for the English Department at Lincoln Middle School. She also received many awards while at Lincoln Middle School: Lincoln Middle School Teacher of the Year, Santa Monica Jaycees Young Educator of the Year, and a PTSA award for service to the school and the community. In 2001, she received National Board Certification from the National Board of Professional Teaching Standards in Early Adolescence English/Language Arts. She has earned a Masters of Education, a Masters of Education Administration, and her doctorate in Educational Leadership from UCLA.

**Sabrina Ayala – Chief Financial Officer**

Sabrina Ayala is the Chief Financial Officer of Green Dot Public Schools and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings to Green Dot ten years of Wall Street experience. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

**Board of Directors**

**Marlene Canter – Chairman of the Board, Former LAUSD Board President**

Marlene Canter, overwhelmingly elected twice to the Los Angeles City Board of Education, served as Board Member for District 4 from 2001 to 2009 and as President from 2005 to 2007. The Los Angeles Business Journal named her Woman Executive of the Year in 2006 for her leadership of the Board. In 2008, the League of Women Voters presented her with their Government Leadership Award. In 2009, Ms. Canter received the Educator of the Year award from Loyola Marymount University's School of Education.

During her tenure on the Board, Ms. Canter made teacher quality and children's health and well-being her top priorities. She authored resolutions to ban the sale of soft drinks and junk food in LAUSD schools — which passed in 2002 and 2003, respectively — making LAUSD the first
large urban district in the nation to approve such bans. California and many other districts have since adopted similar nutrition reforms.

Ms. Canter was willing to take on controversial issues and authored successful resolutions calling for increased scrutiny in teacher evaluations, the granting of tenure and changes to the state Education Code governing the certificated employee dismissal process. She now sits on the LAUSD Teacher Quality Task Force and will play a role in developing recommendations for legislative changes regarding teacher dismissals and seniority, strategies for implementing a merit pay system and improving the teacher evaluation process.

Ms. Canter chaired the Board's Charters and Innovation Committee, a new committee she conceived to help drive school and District transformation. The Committee supported the District's efforts to create innovative partnerships, provided oversight for charter schools, and to facilitated reforms in the District.

Drawing on her 30-year career as co-CEO of a successful teacher training company, Ms. Canter also created the Board's Human Resources Committee. The committee, which she chaired for 4 years, oversaw impressive improvement in the recruitment of highly qualified teachers. Ninety-four percent of the District's new hires now meet the State's definition of highly qualified compared to 64 percent of new hires in 2002/03.

Ms. Canter began her career in education as a special education teacher at Alta Loma Elementary School. She went on to co-found and serve as the co-CEO of Canter & Associates, now Laureate Education, Inc. The company became one of the world's leading teacher-training organizations and trained more than 1 million K-12 teachers worldwide. It developed an extensive catalogue of professional development programs, distance learning graduate courseware and resource materials for teachers, administrators, and parents.

Ms. Canter sat on State Superintendent Jack O'Connell's P-16 Council and on the Board of Directors for her alma mater, Pacific Oaks College. She is also an advisor to the Children's Partnership, a national nonprofit, nonpartisan child advocacy organization. Ms. Canter also has served on the Boards of Directors for the Elizabeth Glaser Pediatric AIDS Foundation and the Kehillath Israel Synagogue of Pacific Palisades.

Kevin Reed – Vice Chancellor of Legal Affairs at UCLA
As Vice Chancellor-Legal Affairs, Kevin S. Reed oversees UCLA's provision of campus-wide legal services, counseling, advice, assistance and litigation. He also supervises the provision of ombuds services, the prevention of sexual harassment and compliance with Title IX. A civil rights lawyer by training, Reed joined UCLA in March 2008, after serving as general counsel of the Los Angeles Unified School District (LAUSD), the nation's second largest school district. In nearly five years there, he directed LAUSD legal affairs, conducted litigation for the district and oversaw the work of 40 outside law firms and 40 in-house attorneys. Prior to joining LAUSD, Reed spent nearly 8 years in a boutique litigation firm, which followed six years as the managing attorney for the western regional office of the NAACP Legal Defense and Educational Fund, Inc., in Los Angeles.
Reed's career has engaged him in a broad range of legal issues — from authoring billions of dollars in voter-approved school bond measures, to defending the use of a probabilistic seismic hazard model to estimate earthquake losses, to election law, to employment, labor and government law. He led collective bargaining at LAUSD and was a principal architect of a pathbreaking "pilot school" agreement with the LAUSD teacher's union. His career has focused on constitutional issues and civil rights, from his days litigating police abuse and housing discrimination cases to his work with the school district's historic efforts to relieve overcrowding at schools in low-income neighborhoods, to his current work advising the UCLA senior leadership in their efforts to foster diversity and create opportunities for underrepresented minorities in one of the nation's premier public universities.

Reed remains committed to public education, serving on the Board of Directors of ExED, an organization dedicated to helping launch and professionally manage public charter schools and the Local Advisory Board of Education Pioneers, a national group focused on fostering professional talent for public education management. He also serves as one of UCLA's representatives on the governing council of the UCLA Community School, a parent- and teacher-led LAUSD pilot school in the Robert F. Kennedy Community Schools Complex.

Reed received his J.D. degree, cum laude, from Harvard Law School and his B.A. with distinction, from the University of Virginia. He is a member of the California, New York and Massachusetts state bars.

\textit{Brad Rosenberg, Chairman Imagine L.A.}

Brad Rosenberg is a successful businessman who has always worked to give back to the community. Over the past 40 years, Mr. Rosenberg has created and managed a variety of businesses - ranging from manufacturing, real estate development, management and commercial services. Since 1990, he has been president of SBR Investments, Inc., a real estate and investment company. He has used this business expertise to aid several philanthropic and non-profit organizations become more effective in their missions.

Since 2008, Mr. Rosenberg has served as Chairman of the Board Imagine LA, developing a framework for a business model that achieves the non-profits’ mission and goals to help homeless families into long-term housing and self-sufficiency. Under Mr. Rosenberg’s leadership, the number of families served by Imagine LA has increased dramatically.

Mr. Rosenberg currently sits on the Board of Directors of Green Dot Public Schools, serving in several capacities including Chairman of the Development Committee and Secretary of the Board of Directors. Since 1967, he has served as a member of the board of Trustees for Jewish Big Brothers Big Sisters of Los Angeles/Camp Max Straus where he had also served as Interim Executive Director and Chairman. He was founding Chairman of Save-Our-Mountains and Glendale/ La Crescenta V.O.I.C.E., both groups organized to protect local wilderness recreational areas.

Mr. Rosenberg holds a bachelor's degree in Marketing from Michigan State University and a MBA in Finance from the University of Southern California.

\textit{Gilbert Vasquez - Managing Partner, Vasquez & Company, LLP}
Mr. Gilbert R. Vasquez is the Managing Partner of the certified public accounting firm of Vasquez & Company LLP. Since 1967, he has managed and directed a successful practice in public accounting, auditing, taxation, and financial consulting. Mr. Vasquez was a Chapter 7 Panel Trustee in the Central District of California, handling in excess of 3,000 bankruptcy cases annually. He has also served as a Chapter 11 Trustee, a Bankruptcy Examiner and a Receiver. Mr. Vasquez is recognized as a prominent Certified Public Accountant, community leader and entrepreneur. He is a member in good standing with the American Institute of Certified Public Accountants and the California Society of CPAs. He is a past president of the California Board of Accountancy, the organization that licenses and regulates CPAs in California. He was the founder and past president of the Association of Latino Professionals in Finance and Accounting (ALPFA) – the most successful professional Latino association in the United States of America. He currently sits on its Corporate Advisory Board.

Mr. Vasquez was an executive board member of the 1984 Olympic Organizing Committee and currently serves as a board member on its successor organization, the LA84 Foundation. Mr. Vasquez also continues to serve as a board member of the Tomas Rivera Policy Institute, Manufacturers Bank, Promerica Bank, and Entravision Communications Corporation. He is also the Vice Chairman and one of the founding board members of the Latino Business Chamber of Greater Los Angeles. He has been a member of various Boards of Directors including the California State University Los Angeles Foundation, United Way of Los Angeles, Los Angeles Metropolitan YMCA, Congressional Hispanic Caucus, Los Angeles Area Chamber of Commerce, National Association of Latino Elected and Appointed Officials, and the National Council of La Raza. Other past corporate board appointments include Verizon (formerly) GTE of California, Glendale Federal Bank and Blue Cross of California.

Mr. Vasquez has received many honors including: the Mexican American Legal Defense and Education Fund Achievement Award, the Coca Cola Golden Hammer Award, and the Citizen of the Year by the Northeast Chapter of the American Red Cross. He also received recognition from the California State University of Los Angeles as one of the 40 outstanding luminaries for his exemplary service to the University on their 40th Anniversary and the YMCA of Metropolitan Los Angeles’ Golden Book of Distinguished Service Award – the highest honor the YMCA bestows.

Mr. Vasquez received his Bachelor of Science in Business Administration, Major in Accounting from the California State University, Los Angeles.

Noah Mamet - President, Mamet & Associates
Noah Mamet founded his business and political consulting firm, Noah Mamet & Associates LLC, in 2004 after seven years as National Finance Director for the House Democratic Leader, Congressman Richard A. Gephardt. Over the last eight years, Mr. Mamet has overseen expansion of the firm to include offices in San Francisco and New York and is a private consultant for business and political affairs to numerous companies, families and individuals. He is also an unpaid advisor and fundraiser to numerous Democratic political campaigns, including Presidential, Senate, House and Gubernatorial races.

Between 1995 and 2002, Mr. Mamet led efforts for Leader Gephardt to raise over $238 million.
for Democratic congressional campaigns, committees and other political groups. Mr. Mamet has
over 20 years of development and fundraising experience and has worked directly for numerous
national and international political leaders, including Secretary of State Madeleine Albright,
President Mikhail Gorbachev, and Speaker of the House of Representatives, Nancy Pelosi. He
has also consulted for numerous top business executives, including Elon Musk, Russell
Goldsmith, Casey Wasserman, Marc Nathanson, Leo Hindery, Haim Saban, Berry Gordy, Chris
Silbermann and Walter Shorenstein, among many others.

Mr. Mamet's charitable work includes his role as an active board member for the LA-based
Green Dot Public Schools, which is the largest public charter school operator in CA and a
leading catalyst for education reform nationwide. In addition, Mr. Mamet is a board member of
NatureBridge, a national nonprofit organization which teaches math and science to
underprivileged kids through an innovative approach, including field trips to national and state
parks. A graduate of UCLA, Mr. Mamet has been a member of the American Council of Young
Political Leaders, the National Jewish Democratic Council (MDC) as well as the Manhattan
Beach Parks and Recreation Commission.

Carol Katzman – Former Beverly Hills Unified School District Assistant Superintendent
For over thirty-five years, Carol has been involved in education at the local and state levels in
California. In that time, she has served in a variety of positions from elementary teacher to
Assistant Superintendent in the Beverly Hills Unified School District. She has served on state
and local boards, commissions and task forces to help formulate strategies for effective reform of
public education in California. She has worked with a broad national network of professional
colleagues ranging from elected officials, administrators, teachers, university professors, to
specialized publishers and training providers.

Arielle Zurzolo – Executive Director of Strategic Partnerships, Teach Plus
Arielle Zurzolo is the Executive Director of Strategic Partnerships at Teach Plus. Prior to that,
she served as the President of Asociación de Maestros Unidos (AMU), the teacher and counselor
union for Green Dot Public Schools. Arielle was born and raised in Los Angeles, California and
attended LAUSD schools because her family believes in free education but unfortunately
LAUSD did not provide an academically challenging experience. She is dedicated to improving
public education in her hometown because this battle is a personal one. She believes Green Dot
will raise this bar and challenge other districts to improve their quality so that all students are
served.

Arielle has taught several classes at Ánimo Venice including Ethnic Studies, Sociology,
Freshmen Seminar and Reading Intervention. She advised the R.A.P. tribe, an afterschool
performing arts group, and the Gay Straight Alliance. She has seen students’ transformations
with her own eyes when they begin Green Dot at low academic levels with little motivation to
succeed and leave with a High School diploma and excited to engage in the world that lays open
in front of them.

Arielle decided to run for the AMU Executive Board so she can support her fellow teachers and
counselors in their amazing work with students and each other. Her philosophy champions
union/management collaboration that puts students first. She supports improving salary and
working conditions and believes it is the union’s duty to also ensure that teachers and counselors take leadership roles on their campuses since they are the adults who are “on the ground” and spend the most time interacting with students and parents. She also believes that Green Dot and AMU should work to keep local control and decision-making at the sites so that they can best serve the unique communities in which they exist.

**Paul Miller – Los Angeles Unified School District**

Paul Miller is a Program and Policy Development Specialist in the Human Resources Department of the Los Angeles Unified School District. Paul Miller joined LAUSD after serving as Chair of the transition team for Superintendent John Deasy. Prior to joining LAUSD, Paul Miller served Teach For America as Executive Director of the Los Angeles region from 2009-2011. Under his leadership Teach For America-Los Angeles teachers achieved the highest teacher effectiveness results in Teach For America-Los Angeles' 20 year history. Paul Miller came to Teach For America after spending the previous two years leading economic development efforts in Camden, New Jersey, first as President of the Cooper Grant Neighborhood Association, and subsequently, as President of the Board of Directors and Acting Chief Executive Officer of the Camden Empowerment Zone Corporation. Paul has worked and studied in the UK, earning a Master of Science at the London School of Economics and pursuing a Ph.D. in International Studies at Cambridge University. He completed his undergraduate degree at the University of Southern California where he earned a bachelor's degree in Political Science and Psychology and was elected to the Phi Beta Kappa Honor Society. Paul is also a recipient of a Marshall Scholarship, a Truman Scholarship and a Galbraith Scholarship. Paul currently serves as a member of the Green Dot Public Schools Board of Directors and a member of the Loyola Marymount University School of Education Board of Visitors.

**Ref Rodriguez - Co-Founder, PUC**

Ref Rodriguez is President and CEO of Partners for Developing Futures (Partners). Partners is a social venture investment and technical assistance provider that targets high-potential, early-stage minority-led charter schools and charter school networks that serve underserved students. Prior to joining Partners, Ref was Co-Chief Executive Officer of Partnerships to Uplift Communities (PUC), a charter school management organization serving communities in the Northeast San Fernando Valley and Northeast Los Angeles.

During his tenure, PUC developed 10 schools and became a well-regarded charter management organization in California. Ref’s original inspiration for starting a charter school was to offer high quality learning experiences for youth in the predominantly Latino working class community where he grew up. His outrage for being considered "fortunate" for having graduated from college because of his socio-economic background is what drives him to create and support schools where college graduation is an expectation for all. He currently serves on the Boards of Partnerships to Uplift Communities, Green Dot Public Schools, Education Pioneers-Los Angeles, and the Alliance for a Better Community.

**Timothy S. Wahl, Faculty Member Cal State Northridge**

Timothy Wahl has more than 40 years’ experience as an attorney specializing in banking and finance, business law and compliance issues in both the private and public sectors. Mr. Wahl
currently serves as a faculty member at California State University at Northridge teaching an advanced course in business law.

Prior to this, he was a consultant to a private equity firm and earlier, served Fidelity Capital Market Services as Vice President for Capital Markets compliance. Previously, Mr. Wahl was General Counsel for Citigroup Capital Strategies and earlier served as Executive Vice President and General Counsel for First Nationwide Bank and General Counsel for Citigroup’s consumer bank.

His background includes the position of senior attorney at several U.S. government agencies, including the Federal Home Loan Bank of San Francisco, the Justice Department and the Federal Deposit Insurance Corporation.

Mr. Wahl also serves on the Board of Directors for Green Dot Public Schools. Mr. Wahl earned a B.A. from Villanova University, an M.B.A. from Rutgers University and a law degree from California Western School of Law.

**Jon P. Goodman, President Town Hall Los Angeles**

Jon P. Goodman, President of Town Hall Los Angeles, has occupied several leadership positions in projects designed to strengthen the LA region, as well as in academia and business outside of California. Under her leadership, Town Hall Los Angeles has once more become the venue of choice for world leaders in business, politics and culture. Since becoming President in 2005, the number of Town Hall events has risen more than 300% with a comparable audience increase; its podium has been the medium for major policy addresses from US Senators to heads of the Fortune 500.

As Director of the EC² Incubator at University of Southern California’s Annenberg Center, Goodman built and led the nation’s first new media incubator. Before founding EC², she was the Director of the Entrepreneur Program at USC where she led it to the top-five national rankings. In that position, she developed the first entrepreneurial programs in South Los Angeles High Schools including Rosemead High School, Downey High School and Manual Arts High School. Goodman created the first direct business assistance program in South Los Angeles—The University Community Outreach Program/Business Expansion Network. She was a Founding Director of the Digital Coast Roundtable, has served as the Chair of the Los Angeles Venture Forum, and is currently a board member of Sage Publications, Inc., and Green Dot Public Schools.

Before relocation to Los Angeles, Goodman served as research professor and founder/Director of the University of Houston/Gulf Coast Small Business Development Center at the Bauer College of Business Administration, Strategy and Microeconomics from the University of Georgia.

Throughout her career, she has been consistently recognized as an innovative, creative and committed leader. She was selected by Wired magazine as one of the 20 people in the nation who will help form the future of the entertainment industry and by the Los Angeles Times as one of the 10 most influential people on the region’s technology business.
Jess Womack, Attorney
Jess Womack, an attorney, most recently served as Inspector General of the Los Angeles Unified School District (LAUSD), the second largest public school district in the United States. Previously, Mr. Womack assisted the LAUSD’s General Counsel in handling substantive matters for the office and assumed the duties of the General Counsel in his absence. He also served as an Associate General Counsel II and team leader for the LAUSD’s Facilities Program, where he managed the legal team in the Office of the General Counsel that supports the LAUSD’s $18 billion school construction and modernization program.

Prior to joining LAUSD in 2002, Mr. Womack enjoyed a 30-year legal career with the Ford Motor Company and the Atlantic Richfield Company (ARCO), where he managed the Environmental Law Department. Womack retired from ARCO in 2000. He has an extensive background in litigation, environmental law, labor law, administrative law and school construction law. Mr. Womack has also served as General Counsel for the Los Angeles Community Development Bank.

Mr. Womack is active in a number of organizations. He is Vice President of the Los Angeles Conservancy, on the Board of Directors of the Environmental Law Institute, a member of the Board of Trustees of Albion College, a member of the Advisory Board of the California Lawyer legal journal and past President of the American Corporate Counsel Association.

Mr. Womack received his B.A. from Albion College in Albion, Michigan, and his J.D. from the University of Michigan in Ann Arbor, Michigan. In addition, he served two years as a Peace Corps volunteer in Kenya and served in the United States Army as a Platoon Sergeant with the 101st Airborne Division in Vietnam.

Bradley Tabach-Bank, General Counsel RP Realty Partners
Bradley Tabach-Bank was born and raised in Los Angeles. Mr. Tabach-Bank has been practicing law in Los Angeles since 1970 and currently splits his time between RP Realty Partners where he is in-house General Counsel and Beverly Loan Company which he owns with his son. Prior to joining RP in 2005, Mr. Tabach-Bank, was Counsel to Reish, Luftman, Reicher & Cohen from 2003 to 2005. From 1982 to 2003, Mr. Tabach-Bank was a principal of the law firm Tabach-Bank & Levenstein. Mr. Tabach-Bank was named a Real Estate Super Lawyer by Los Angeles Magazine in 2005, 2006 and 2007. Mr. Tabach-Bank has served on a number of charitable and educational boards and committees, including UCLA Live (Executive Committee), Vista Del Mar Child and Family Services (former Chair), Hebrew Union College, University of Southern California's Center for the Study of Jews in American Life, Jewish Federation Committee for Support of the Vulnerable, and the Israel Cancer Research Fund, which honored him as its Humanitarian of the Year in 2005. Mr. Tabach-Bank was also honored by the Pancreatic Cancer Action Network in 2007. Mr. Tabach-Bank holds a Bachelor of Arts degree from the University of California at Berkeley and a Juris Doctor degree from Cornell University Law School.

Peter Scranton, Former Venture Capitalist
Peter Scranton has been developing early stage venture companies including an entrepreneurial venture partnership in retail marketing and a business service company dedicated to building employee engagement and productivity. Prior to developing venture opportunities, Mr. Scranton
worked on client strategy, capital development, community assessment and feasibility and development planning for healthcare and science projects focusing on university and research institutions for Jensen + Partners, a project and construction management firm specializing in large scale institutional facilities in the healthcare, science and technology sectors.

Mr. Scranton was a principal in the Atlantic Advisory Group concentrating on strategic alliances, process management and raising capital for high tech and internet companies. He has been involved with digital content, online financial services and wireless initiatives. Previously, Mr. Scranton developed a company that provided policy analysis via the Web and advised edutainment companies, based on more than a decade of experience in the entertainment industry.

Mr. Scranton has been instrumental in program development in the non-profit field from conferences for the Council on Foundations to programming for several non-profit organizations.

As chairman of a private foundation and an international non-profit organization, Mr. Scranton initiated and developed strategic planning, organizational systems, capital planning and capital development. He earned an M.A.O.M from Antioch University and a Bachelor of Arts from Yale University.

**Larry Wasserman, Chief Financial Officer for DreamWorks Studios**

Since 2008, Larry Wasserman has served as Chief Financial Officer for DreamWorks Studios overseeing all financial activities and several divisions of the independent film studio. He previously served DreamWorks as a Vice President/Senior Vice President for Finance and Operations and Divisional CFO after the company’s acquisition by Viacom. He also developed and implemented new processes and procedures for film green lighting, project spending tracking, and strategic planning as part of integration with Paramount Pictures and Viacom.

Previously, Mr. Wasserman was Director of Business Development and Strategic Planning, Motion Picture Group for Universal Studios where he constructed complex financial models for new film projects, joint ventures, distribution platforms, technologies and film financing by outside investors.

Mr. Wasserman graduated cum laude from Harvard University with a Bachelor of Arts degree in environmental science and public policy, June 1997. He also earned a Master of Business Administration degree from Harvard Business School.

**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 which 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 Ánimo Venice 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

LEGAL AND POLICY COMPLIANCE

Ánimo Venice shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

RESPONDING TO INQUIRIES

Ánimo Venice, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Ánimo Venice, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT
Ánimo Venice shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ánimo Venice. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

CA Education Code 47605 (b) (5) (E)
The qualifications to be met by individuals employed at the school.

EQUAL EMPLOYMENT OPPORTUNITY

Ánimo Venice 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 Venice will hire a diverse faculty composed of the best teachers available. We will achieve this goal by continuing our national search to hire the finest teachers. This includes contacting the top graduate and education programs in the country and publicizing Ánimo Venice to experienced teachers.

Job Descriptions for Positions

Principal Job Description
- 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).

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.
- 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.

Beyond the principal and teachers, other employees will be hired. Green Dot’s recommended staffing model calls for 1-2 assistant principal(s), one or more counselors, an office manager, a parent coordinator, a campus aide, and/or instructional aide; but this is a local decision, so Ánimo Venice can staff the school as it pleases, so long as it remains within budget. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description. Ánimo Venice will try to hire its administrative staff from the community, particularly its office manager. It is critical that the office manager and all of the staff develop close relationships to the community members they are serving. The principal of Ánimo Venice has the discretion to hire other classified personal as needed.

**Assistant Principal Job Description**
- Responsible for student discipline and attendance.
- Evaluate and supervise school curriculum and instruction program with the math, science, foreign language, and physical education 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 Athletic Director and 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).

Counselor Job Description
• 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).

Office Manager Job Description
• Arrive to work and any meetings or appointments in a timely manner.
• Maintain professional standards in the office and the school.
• Participate in Green Dot and individual professional development programs.
• Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

Parent Coordinator Job Description
• Under the direct supervision of the Office Manager, the Parent Coordinator will provide clerical and administrative support to the school’s front office.
• Serve as a liaison between the school and families.
• Answer telephone: provide information, take and relay messages, transfer calls.
• Make phone calls to parents to communicate important information.
• Filing and copying.
• Maintain student files.
• Coordinate and assist with lunch service.
• Call and schedule parent volunteers.
• Greet visitors to the school; determine the nature of their business and direct visitors to destination.
• Process incoming and outgoing mail.
• Additional duties as assigned.
• Track volunteer hours.

Campus Aide Job Description
• Arrive to work and any meetings or appointments in a timely manner.
• Maintain professional standards and a school environment that is safe and secure for all students and staff.
• Participate in Green Dot and individual professional development programs.
• Participate in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).

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

*CREDENTIALS, REQUIREMENTS, AND QUALIFICATIONS OF STAFF*

**Principal’s Experience & Education Qualifications**
• Substantial teaching experience, with a history of improving student achievement.
• Experience working in an urban school setting.
• Prior administrative experience is highly desirable.
• 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.
• Relevant Masters or equivalent degree (administrative credential).
• A passion for improving urban schools and driving education reform.
• Knowledge of bilingual education.
• Bilingual (English/Spanish) highly desirable.

**Teacher’s Experience & Education Qualifications**
• Bachelor’s Degree plus successful completion of the CBEST and CSET examinations.
• Highly qualified under NCLB, including EL authorization.
• Solid knowledge of subject matter including CA State Standards and Common Core standards.
• Excellent verbal and written communication skills are essential.
• CA Single Subject Credential preferred or enrolled in a University Intern Program.
• Passionate about improving public education to help all children reach their dreams.
• Must have a strong ethical base and leadership awareness.

**NCLB AND CREDENTIALING REQUIREMENTS**

Animo Venice shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and
paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Assistant Principal’s Experience & Education Qualifications
- Minimum of 3 years teaching experience, with a history of improving student achievement.
- Experience working in an urban school setting.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Excellent interpersonal communication and writing skills.
- Valid CA Administrative Services credential (or in the process of obtaining one).
- Relevant Masters or equivalent degree (counseling background helpful) preferred.
- A passion for improving urban schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Counselor’s Experience & Education Qualifications
- 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.
- MA/MS degree in School Counseling from an accredited college or university.
- PPS Credential in School Counseling and Guidance.
- Experience with individual and group counseling highly desired.
- A passion for improving urban schools and driving education reform.

Office Manager’s Experience & Education Qualifications
- Minimum of 3 years in an administrative support capacity in a business environment is required. Prior experience within a school setting is desired.
- Minimum of an Associate’s Degree or certificate with emphasis in Business Administration is required. (An equivalent combination of training and experience may be substituted for education requirement (two years of experience for every one year of post-secondary education).)
- Bilingual (English/Spanish).

Parent Coordinator’s Experience & Education Qualifications
- Minimum of 1 year in an administrative support capacity in an office environment. Prior experience within a school setting is desired.
- High school diploma or general education degree (GED).
- A valid Driver's License and clean record.
• All candidates must pass TB and DOJ clearances.
• Candidates must be CPR and First-Aid certified.

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

**Instructional Aide’s Experience & Education Qualifications**
• The equivalent of graduation from high school and one of the following: completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education, or attainment of an Associate of Arts degree or higher degree.
• Six months experience working with adolescents/children in a structured environment.
• Experience working with adolescents/children requiring a specialized learning environment is preferred. Verifiable supervised experience as a volunteer in a school or related organizational activity may be substituted on an equal basis.
• Any other combination of training 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.

Ánimo Venice will select a staff while complying with State and Federal regulations. Green Dot schools have a rigorous national recruitment process. We advertise or plan to advertise in publications such as Los Angeles Times, Association of California School Administrators, National Association of Secondary Principals, EdWeek, and the Chronicle of Higher Education. We also employ internet resources such as Ed-Join and MonsterTrak.

**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 Green Dot principal positions. Additionally, Green Dot is developing leaders within its own organization (counselors and assistant principals) through Green Dot’s Administrator-in-Residence Program.

The first step in the process of hiring a Green Dot principal is an interview with the school’s Cluster Director. Next, the candidate makes a model professional development presentation and produces an on-demand writing sample. Third, the candidate watches a short video of a teacher’s lesson and then debriefs with the Cluster Director on feedback and next steps for support to be given to that teacher; and on the same day the candidate spends a half-day shadowing a current
Green Dot principal. Next, references from past employers are thoroughly checked. Finally, the candidate has an interview with 3 members of Green Dot’s executive management, and if approved, may then be offered a contract.

The steps for hiring an assistant principal are similar. The most important difference is that the hiring is done by the school’s principal, not by Green Dot’s executive management. Assistant principals must meet the qualifications listed above and must show the ability to lead professional development, write effectively, and coach teachers.

During its teacher selection process, Green Dot’s Human Capital department will do the following:
- Research and establish job qualifications, including a list of position-specific criteria to be given to qualified applicants
- Announce openings
- Recruit applicants from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Have applicants complete an online competency assessment
- Complete a phone screen if applicants meet the Green Dot standard
- Complete an in-person competency assessment if applicants meet the Green Dot standard
- Complete a reference check if applicants meet the Green Dot standard
- Give all teaching candidates a standard interview that measures teaching aptitude in an urban setting
- Arrange that candidates be interviewed at the school site by stakeholders
- Have final teacher candidates teach a demonstration lesson that must be student-driven and exhibit a strong command of the subject area
- Ensure that all candidates pass TB and DOJ clearances

Like every other Green Dot school, Ánimo Venice, during its classified staff selection process, will do the following:
- Work with Human Capital to determine necessary hires
- Announce openings
- Recruit applicants from a broad pool of applicants
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment and check references of interviewed candidate(s)
- Verify TB and DOJ clearances

The Principal is responsible for the ultimate hiring decision and for yearly review of all school-based employees.
## Staff Measures of Assessment for Performance and General Compensation

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<thead>
<tr>
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<th>Performance Measures</th>
<th>Salaries and Benefits</th>
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<tbody>
<tr>
<td>Principal</td>
<td>• Ability to achieve educational outcomes</td>
<td>• $95,000-$113,000 + up to $7,000 in performance based compensation</td>
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<td></td>
<td>• Ability to balance the budget</td>
<td>• Standard Green Dot benefits, available to all full-time employees (30 hours/week or more): full medical, dental, vision, life and disability insurance, retirement savings plans</td>
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<td>• Ability to complete required job duties</td>
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<td></td>
<td>• All Administrators will be evaluated using the Green Dot Leader Evaluation</td>
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<td></td>
<td>• Domain 1: Instructional Leadership</td>
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<td>• Domain 2: People Management</td>
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<td>• Domain 3: Resource Management</td>
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<td>• Domain 4: School Culture</td>
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<tr>
<td>Teachers</td>
<td>All teachers will be evaluated using the AMU/Green Dot Teacher Evaluation System, a systematic appraisal of performance based on the California Standards for the Teaching Profession. The evaluation system is based on the following standards:</td>
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<tr>
<td></td>
<td>• Standard 1: Engaging &amp; Supporting Students in Learning</td>
<td>• $47,127 - $80,992</td>
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<tr>
<td></td>
<td>• Standard 2: Creating &amp; Maintaining Effective Environments for Student Learning</td>
<td>• Standard Green Dot benefits (see above)</td>
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<td></td>
<td>• Standard 3: Understanding and Organizing Subject Matter for Student Learning</td>
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<td></td>
<td>• Standard 4: Planning Instruction &amp; Designing Learning Experiences for All Students</td>
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<td>• Standard 5: Assessing Student Learning</td>
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<td>• Standard 6: Developing as a Professional Educator</td>
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<tr>
<td>Assistant Principal</td>
<td>• Ability to achieve educational outcomes (see “Measurable Pupil Outcomes”) as well as achieve parent/community involvement</td>
<td>• $83,000-$97,000 + up to $4,750 in performance-based compensation</td>
</tr>
<tr>
<td></td>
<td>• Ability to complete required job duties</td>
<td>• Standard Green Dot benefits</td>
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<td></td>
<td>• All Administrators will be evaluated using the Green Dot Leader Evaluation</td>
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<td>• Domain 4: School Culture</td>
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Counselor | All counselors will be evaluated using a process of self-reflection and appraisal of performance based on the National Association for College Admission Counseling competencies. These competencies include:

- Competency 1: The Possession and Demonstration of Exemplary Counseling and Communication Skills
- Competency 2: The Ability to Understand and Promote Student Development and Achievement
- Competency 3: The Ability to Facilitate Transitions and Counsel Students Toward the Realization of their Full Educational Potential
- Competency 4: The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families
- Competency 5: The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities
- Competency 6: The Ability to Develop, Collect, Analyze and Interpret Data
- Competency 7: The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students
- Competency 8: The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program

| • $47,127 - $80,992  
| • Standard Green Dot benefits |

Office Manager | Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.

| • Starting at $36,000  
| • Standard Green Dot benefits |

Parent Coordinator | Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.

| • Starting at $11/hour  
| • Standard Green Dot benefits |

Campus Aide | Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.

| • Starting at $12/hour  
| • Standard Green Dot benefits |

Instructional Aide | Evaluations will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the administration.

| • Starting at $10/hour  
| • Standard Green Dot benefits |

Strong performance will be acknowledged, rewarded and replicated if possible. When performance is fair or poor, support will be provided to ensure stronger student success. If teachers are consistently underperforming, they can be let go for just cause. Green Dot and its schools operate on a yearly contractual basis so that each teacher is evaluated annually as per Article XXII in the contract between Green Dot Public Schools and the Asociación de Maestros Unidos/CTA/NEA. Teacher evaluations occur throughout the school year by both the administrator through the teacher evaluation system and by fellow teachers. Green Dot will also monitor credentials in accordance with NCLB and will adhere to NCLB’s definition of highly qualified. Teachers have the right to appeal any evaluation to AMU as well as Green Dot management and ultimately the Green Dot Board of Directors. The appeal/grievance process is outlined in the AMU contract attached in the Appendix.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

Ánimo Venice shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. Ánimo Venice shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Ánimo Venice 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;
- Policies relating to blood-borne pathogens;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- 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;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Ánimo Venice 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.
- 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.
- Screening for pupil vision, hearing and scoliosis.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Ánimo Venice, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.
Criminal Background Checks and Fingerprinting

Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised 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.

Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

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.

Green Dot has obtained property insurance coverage for its schools, which have been approved by Los Angeles Unified School District and comply with Uniform Building Codes, federal American with Disabilities Act (ADA) access requirements, Asbestos Hazard Emergency Response Act (AHERA) regulations and any other applicable fire, health, and structural safety requirements.

Security
The Charter School will likely hire a full-time security guard. The security guard will know the students, the neighborhood, and the parents. Parents may also volunteer before and after school and during lunch hours for security and ensuring campus safety for students.

Nursing
The office manager will be trained in basic techniques such as CPR and nursing for minor issues. If there is any serious injury and/or illness, the appropriate local paramedic or hospital will immediately be contacted. Even before the school’s opening, the local health care facility will be contacted to create policies regarding such instances. The provision of nursing services will be subject to a shared operations agreement.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

CA Education Code 47605 (b) (5) (G)

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Every effort will continue to be made to reach out to the students and families in our attendance areas during recruitment as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold several informational meetings during winter and spring of each year, where we will share information about Ánimo Venice with families and their children, how the application process will work and the random public lottery which would be held if the applications exceed capacity. These methods have proved very successful at Green Dot’s existing schools and Green Dot will continue to make efforts to comply with the Crawford order.

While open to all students, Ánimo Venice will seek to serve the students who reside in the Venice area. The community-based recruiting effort will be from November through February and may include (1) direct middle school recruiting, including Mark Twain Middle School—Ánimo Venice hopes to make classroom presentations at the public feeder schools and must obtain prior approval from the school site administrator and private schools that serve the attendance area; (2) mailings—Ánimo Venice intends to send out flyers to area families informing them of the option to apply; (3) open house meetings—Ánimo Venice will host numerous open houses throughout the recruiting period to inform parents about the school; (4) community partnerships—Ánimo Venice will work community leaders to “get the word out” about the school; (5) community (“precinct”) walks—Ánimo Venice may go door to door, talk to families, and hand out applications; and (6) direct advertising—Ánimo Venice may advertise in local media, including Spanish-language newspapers (La Opinion, Hoy and Classificados), 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 Venice deems appropriate based on the needs of the community. We believe these outreach efforts will attain a racial and ethnic balance at Ánimo Venice reflective of the surrounding community and LAUSD.

The charter school shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, which is currently 89% Latino or African American and 11% other, along with documentation of the efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. Ánimo Venice will use the PowerSchool software program to track demographic information on each individual student.

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the
Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. \textit{(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))}. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

See Appendix for Ánimo Venice’s Court-Ordered Integration Plan.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and Ánimo Venice are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ánimo Venice agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending Ánimo Venice shall have the right to continue attending Ánimo Venice until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Ánimo Venice shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Ánimo Venice shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. Ánimo Venice shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.
Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ánimo Venice under the NCLB-PSC program increases in subsequent years, Ánimo Venice agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, Ánimo Venice has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Ánimo Venice understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Ánimo Venice agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

Ánimo Venice also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
ELEMENT 8: ADMISSION REQUIREMENTS

CA Education Code 47605 (b) (5) (H)
Admission requirements, if any.

Ánimo Venice will admit all pupils who wish to attend the school as per Education Code section 47605(d)(2)(a). If the number of pupils who wish to attend our school exceeds capacity, enrollment shall be determined by a random public drawing. Existing students will be exempt from the public random drawing. Preference shall be given to students whose families provided volunteer help in establishing the school (“founding families”)\(^\text{18}\), and students who live within LAUSD boundaries per Education Code section 47605(d)(2)(B), those with siblings already attending Ánimo Venice (after year one)\(^\text{19}\), and students of any Green Dot or Ánimo Venice employee\(^\text{20}\).

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

Ánimo Venice is committed to serving all students, including academically low-achieving, economically disadvantaged students. As with other Green Dot schools, Ánimo Venice tailors its student recruiting efforts and student enrollment processes to attract all students, including those classified as “low-achieving” and “economically disadvantaged.” All of the methods outlined in Element 7 are reflective of this mission. Specific activities that will be employed by Ánimo Venice include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved student populations.

Ánimo Venice will determine enrollment based on a random public lottery should the number of pupils who wish to attend our school exceed capacity. Written information may also be given to each interested party. Each family showing interest will be sent/asked to complete an “Intent to Enroll” form requesting contact information. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Should Ánimo Venice receive more than 165 applications (the 9th grade capacity in the Green Dot school model) before the deadline, a random lottery will be held. At the 9th grade lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. Each applicant’s name will

\(^{18}\) This preference will not exceed 10% of Charter School’s total enrollment, and the students will be exempt from the public random drawing. The Charter School will comply with the “Founding Parents/Founders Preference” in LAUSD’s Policy for Charter School Authorizing (revised February 7, 2012).

\(^{19}\) Siblings will be exempt from the public random drawing.

\(^{20}\) Students of Green Dot employees will be exempt from the public random drawing.
be assigned a number. Each number will be put on a card. Each card will be equal in size and shape. The card will then be put into a container or lottery device that will randomly mix all cards. A random drawing will occur, and the first 150 numbers chosen are accepted to the school. Once the student list has been set, a waiting list will be developed for those students still wishing to enroll should space become available in the 9th grade or other grade as vacancies occur. Waitlist ranking will be assigned in the order selected. Two separate observers will collect lottery cards and enter into an electronic database the results. The database will be doubled checked to the physical cards to ensure accuracy. The database will be made public as soon as practically possible, both online and posted in public locations. Letters and follow up phone calls to families on the waiting list will also be made by Green Dot employees. All lottery cards and databases will be kept on file by the school or Green Dot. During the school year if vacancies should arise, the school will notify families on the wait list to see if they would like to enroll. Typically 3 separate calls on 3 different days are made, with accompanying documentation; if families do not respond within 7-10 days, they are removed from the wait list and the next family is contacted.

Ánimo Venice anticipates that the open enrollment period will occur during the winter and spring of each year with the lottery taking place (if necessary), no later than June 30th. 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 ensure all interested parties will be able to attend.

Ánimo Venice reserves the right to select more than 165 students for admission at the discretion of the principal to ensure the school’s overall enrollment is stable and not above the enrollment capacity. Should the principal elect to enroll greater than 165 students in the 9th grade, an announcement will be made at the lottery and additional students will be enrolled based the lottery and the methods described above.

**NON-DISCRIMINATION**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
Ánimo Venice will not require any child to attend a Charter School nor any employee to work at Ánimo Venice. In addition, Ánimo Venice shall comply with all laws establishing the minimum and maximum age for public school enrollment.
ELEMENT 9: ANNUAL FINANCIAL AUDIT

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

Green Dot Public Schools' management shall annually oversee the selection of a reputable independent auditor and the completion of an annual audit of Ánimo Venice’s financial books and records, including attendance. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles, and will verify the accuracy of Green Dot Public Schools’ and Ánimo Venice’s financial statements (including their Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133.

Green Dot presently 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 with seven offices in the State. 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.

It is required that annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to Los Angeles Unified School District. All financial statements will be submitted to LAUSD within 5½ months 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. Ánimo Venice will act upon these recommendations, and report its actions to Los Angeles Unified School District. Exceptions and deficiencies will be resolved to the satisfaction of the Los Angeles Unified School District Board of Trustees and its staff.

Consistent with AB 1994, Ánimo Venice will provide an annual financial report to LAUSD in a format developed by the Superintendent of Public Instruction. Ánimo Venice will submit its annual audit to the State Controller, COE, CDE and LAUSD.

Administrative/business operations are performed by Green Dot’s Home Office. Green Dot provides the following services, plans and systems to its schools and will provide similar services to Ánimo Venice:

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

Additional services provided by Green Dot’s Home Office are detailed later in the charter.

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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

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

In addition:

• P1, first week of January
• P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

CA Education Code 47605 (b) (5) (J)
The procedures by which pupils can be suspended or expelled.

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

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

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

Students 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 and the Ánimo Venice Parent-Student Handbook.

The discipline policy of Ánimo Venice will be reviewed with students and parents upon admission to Ánimo Venice and the signing of the Parent-Student Handbook. By signing the Parent-Student Handbook, the students and parents acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. Ánimo Venice’s student discipline policy has been established in order to promote learning and protect the safety and well-being of all students at the school. Green Dot and Ánimo Venice 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. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school’s pupils and their parents/guardians. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The student discipline policy will clearly describe
discipline expectations, and it will be printed and distributed as part of the Parent-Student Handbook which is signed by each family upon enrolling at the beginning of the school year.

Green Dot has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent-Student Handbook. The plan includes day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion.

Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

**Progression of Disciplinary Procedures**

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Principal.

**Teacher Detention**

Prior to suspensions and expulsions, students may receive any or all of the following: warnings, detentions, phone calls home, parent conferences, and a behavior contract. Any teacher may assign a teacher’s detention to a student.

*Offenses That May Result in a Teacher’s Detention*

As a general rule teachers assign a Teacher Detention for minor classroom misconduct such as: chewing gum, passing notes, making noises, minor inappropriate conflicts with others, or cheating. Repeated violations by individuals will be referred to the Principal. When there is a serious violation of the rules, the student will be referred to the Principal. A serious violation may include any violation listed under Suspension or Expulsion section included below.

**Administrative Detention**

These detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student’s parent/guardian may be notified by telephone by the Principal or designee. Green Dot Public Schools will use a progressive discipline system as defined in this handbook to intervene in student behavior.

A serious offense may include any violation listed under Suspension or Expulsion section.
Suspension
Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student serving on campus suspension reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or go out for break. The student will eat lunch in the assigned room.

Whether suspension occurs in school or out, the maximum number of consecutive days a student may be suspended five (5) days, unless the suspension is extended pending an expulsion hearing with the Discipline Review Board.

For students on suspension pending an expulsion hearing, schools may 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 at least once per week. Home schooling will be utilized for students on an as-needed basis. Schools will arrange for students to take exams, both teacher-administered and state tests, in the main office under appropriate supervision as needed. Special education students may be afforded interim placement pending an expulsion per the IEP process.

Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or 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.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of the date that the Charter School received knowledge of the suspendable offense, unless the pupil waives this right 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.

**Suspension/Expulsion Offenses**
Students may be suspended or expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force of violence upon the person of another, except self-defense.
c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
f) Committed or attempted to commit robbery or extortion.
g) Caused or attempted to cause damage to school property or private property.
h) Stole or attempted to steal school property or private property.
i) 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 his or her own prescription products by a pupil.
j) Committed an obscene act or engaged in habitual profanity or vulgarity.
k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
l) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
m) Knowingly received stolen school property or private property.
n) 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.
Committee or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

Made terrorist threats against school officials and/or school property. For purposes of this section, “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 his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section
32261 of the Education Code, directed specifically toward a pupil or school personnel.

x) 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.

y) Intentionally “hacked” or broken into a School or School affiliated computer system.

z) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).
<table>
<thead>
<tr>
<th><strong>Category I</strong></th>
<th><strong>Category II</strong></th>
<th><strong>Category III</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Offenses with No Principal Discretion</strong></td>
<td><strong>Student Offenses with Limited Principal Discretion</strong></td>
<td><strong>Student Offenses with Broad Principal Discretion</strong></td>
</tr>
<tr>
<td>Principal <strong>shall immediately</strong> suspend and recommend expulsion when the following occur at school or at a school activity off campus.</td>
<td>Principal <strong>must</strong> recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate.</td>
<td>Principal <strong>may</strong> 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.</td>
</tr>
<tr>
<td>1. Possessing, selling, or furnishing a firearm.</td>
<td>1. Causing serious physical injury to another person, except in self-defense.</td>
<td>1. Caused, attempted to cause, or threatened to cause physical injury to another person. <em>(Unless, in the case of “caused,” the injury is serious.)</em></td>
</tr>
<tr>
<td>2. Brandishing a knife at another person.</td>
<td>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.</td>
<td>2. First offense of possession of marijuana of not more than one ounce, or alcohol. 3. Sold, furnished, or offered a substitute substance represented as a controlled substance.</td>
</tr>
<tr>
<td>3. Unlawfully selling a controlled substance.</td>
<td>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)</td>
<td>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 proflanity or vulgarity.</td>
</tr>
<tr>
<td>4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).</td>
<td>4. Robbery or extortion.</td>
<td>8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. 9. Disrupted school activities (school-wide activities; issued only by an administrator) 10. Knowingly received stolen school or private property. 11. Possessed an imitation firearm. 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel.</td>
</tr>
<tr>
<td>5. Possession of an explosive</td>
<td>5. Assault or battery upon any school employee.</td>
<td>13. Engaged in sexual harassment. 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. 15. Made terrorist threats against school officials or school property, or both. 16. Willfully used force or violence upon the person of another, except in self-defense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. 18. <strong>Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus.</strong> 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. 22. Aided or abetted the infliction of physical injury to another person (suspension only). 23. 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. 24. Intentionally “hacked” or broken into a School or School affiliated technology system.</td>
</tr>
</tbody>
</table>
Student Discipline Review Board
Each 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 on discipline-related issues. The DRB is comprised of at least 1 administrator (Principal/assistant principal), 1 classified employee, counselor or dean and 3-4 teachers. Teachers and counselors will be nominated and voted on by the faculty at the beginning of the school year (no later than September 30th). The Principal convenes the board when needed, is Chair, and is a non-voting member. It is the responsibility of the Principal to have available all pertinent materials for each gathering.

The DRB convenes when a student commits a serious violation of the discipline code or has broken the terms of his/her particular contract (Attendance/Academic, Personal, Discipline). It may recommend disciplinary action, terms of probation, suspension duration, and withdrawal from the school or expulsion. 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. While five (5) school days is the maximum initial suspension allowed; following the conference, such a suspension may be extended pending the results of a DRB hearing.

Expulsion – Dismissal from School
A student may be dismissed from Green Dot Public Schools for any of the violations listed above in the section titled: “Suspension/Expulsion Offenses,” upon recommendation by the Principal and after a hearing in front of Green Dot’s Home Office Discipline Review Panel.

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

It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:
- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code., including providing or selling narcotics of any kind (immediate expulsion) and
Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or occurring within any other school district and that act occurs 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 during or while going to or coming from a school-sponsored activity. A student may not be suspended or expelled for misconduct that occurs when he/she is not enrolled as an Ánimo Venice student.

**Authority to Expel**
A student may be expelled by Green Dot’s Home Office Discipline Review Panel following a hearing before it. The Home Office Discipline Review Panel will consist of the following members:
- Cluster Director or Vice President of Education
- Two administrators from a campus not bringing forth the case
- Two teachers from a campus not bringing forth the case
- Translator (as needed)

**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 has committed an expellable offense at the DRB meeting. 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 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 three (3) days prior to the hearing.

Written notice will be mailed by the Principal and will include student identification information, a description of the offense, applicable expulsion provision, student rights for due process, including 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, and the date and time of the meeting.

The hearing will proceed. 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. Refer to the Discipline Review Panel – Expulsion Hearing Script for additional information.

Within ten (10) school days after this hearing, this Panel will determine whether to recommend expulsion to the Charter School. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel
recommends the pupil for expulsion, the matter will then be decided by the Board for the Charter School who may or may not accept the recommendations to expel and/or any other recommendations this panel may make.

Green Dot will provide the student/parent/guardian with the Findings of Fact, which will include a description of the outcome of the hearing and, if necessary, an expulsion order and rehabilitation plan. Refer to the sample Findings of Fact in the Appendix for additional detail.


**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 outlining the reason for the appeal, attaching any supporting documentation, within 30 calendar days of being informed of the suspension or expulsion.

An expulsion appeal meeting will be held with the Chief Academic Officer if requested. A decision will be made on the appeal within 10 calendar days. If denied, the student/parent/guardian may appeal this decision to the Green Dot Board of Directors within 10 calendar days of the denied appeal. A hearing will be scheduled to be heard by the Board within 30 calendar days of the appeal to the Board.

If the Expulsion Appeal goes to the Board, the Green Dot Personnel Action Committee will hold a closed session meeting to hear the Appeal. The Board members will review all relevant materials including, but not exclusive to:

- All documents submitted during the Expulsion Hearing by the student and the school,
- The Findings of Fact and Expulsion Order,
- Appeal letters to Management 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 Panel 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.

**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, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.
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. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**NOTIFICATION OF THE DISTRICT**

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

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

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

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

**Rehabilitation Plans**

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

**Readmission**

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

**Reinstatement**

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

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
Additional information about the student discipline policy at Green Dot schools can be found in the Parent-Student Handbook which has been included in the Appendix of this charter petition. This Parent-Student Handbook is currently being used at many of Green Dot’s schools.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

CA Education Code 47605 (b) (5) (K)

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal Social Security.*

Ánimo Venice teachers, administrators, counselors, special education program administrators 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. Other employees (e.g., office managers, office assistants and instructional aides) shall be covered by the Public Employees' Retirement System (PERS), or Social Security as appropriate throughout the duration of the charter school’s existence under the same CDS code. Payroll services for all of Green Dot’s current certificated employees are currently processed by Green Dot’s Finance & Accounting department through Ceridian, Green Dot’s HR & Payroll service provider. Green Dot, at the directive of LACOE, utilizes the services of Hess & Company to translate Ceridian data into the approved LACOE data format. Green Dot shall submit retirement contributions to Hess & Company in a timely manner. Hess & Company ensures the accuracy of the STRS/PERS reporting to LACOE based on their long history of working with LACOE.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVE

CA Education Code 47605 (b) (5) (L)
The public school attendance for pupils residing within the school district who choose not to attend charter schools.

Pupils who choose not to attend Ánimo Venice may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Annually, the Charter School will inform parents in writing about the transferability and eligibility of courses to other public schools. In addition, this information will be part of the parent orientation meeting for all new students.

If space is available, traveling students will have the option to attend Ánimo Venice. Interested traveling students must follow the same admissions procedures as other students as detailed in Element 8.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

The following is the description of the rights of any employees of the District upon leaving the employment of the District to work at Ánimo Venice, and of the rights of return to the District after employment at Ánimo Venice as required by Education Code section 47605(b)(5)(M):

A) Any rights upon leaving the employment of a local education agency to work at Ánimo Venice that the local education agency may specify.

B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.

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 Venice employees are employees of Green Dot Public Schools. In the event Ánimo Venice or Green Dot ceases to operate or in the event Ánimo Venice employees seek employment in the District or county, they are considered free to do so unless otherwise stipulated.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

The staff and governing board members of Ánimo Venice agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Ánimo Venice, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Ánimo Venice 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. All Written Notifications shall be addressed as follows:

To Charter School: Green Dot Public Schools
   c/o School Director   Attn: Marco Petruzzi
   1149 S. Hill Street, Suite 600
   Los Angeles, CA 90015

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

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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own
attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and
the administrative fees of the mediation shall be shared equally among the parties. Mediation
proceedings shall commence within 120 days from the date of either party’s request for
mediation following the Issue Conference. The parties shall mutually agree upon the
selection of a mediator to resolve the Dispute. The mediator may be selected from the
approved list of mediators prepared by the American Arbitration Association. Unless the
parties mutually agree otherwise, mediation proceedings shall be administered in accordance
with the commercial mediation procedures of the American Arbitration Association.

4) 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.
Each party shall bear its own attorney’s fees, costs and expenses associated with the
arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared
equally among the parties. However, any party who fails or refuses to submit to arbitration as
set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party
in compelling arbitration of any controversy or claim.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

CA Education Code 47605 (b) (5) (O)
A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

Animo Venice is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Certificated employees at Green Dot schools have organized as the Asociación de Maestros Unidos (AMU), an affiliate of the CTA. Green Dot’s first comprehensive agreement with the AMU was signed and completed in spring 2003. Green Dot anticipates that certificated employees of Animo Venice will join AMU, unless otherwise agreed upon between Green Dot and AMU.

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 May 2009 and will become effective July 1, 2010.

Employee Compensation, Work Year and Hours of Employment
Certificated employees at Animo Venice will be paid according to the pay scale that has been agreed upon between Green Dot and AMU, unless otherwise agreed upon between Green Dot, and AMU. A detailed breakout of the compensation for certificated employees as well as the process used to develop the salary scale can be found in the union agreement, which has been included in this charter application. Compensation is discussed explicitly in Article XXIX of the contract. Additionally, a break out of the agreed upon number of work days annually and a description of the professional workday are delineated in the contract as well (Article VI).

Salaries for classified employees have been developed by analyzing the average salaries in comparable school districts for classified employees. Green Dot's classified salaries typically fall in the middle of the comparable range. The work year for classified employees is defined by the new ACEA agreement referenced above.

Dispute Resolution Process
The dispute resolution process for certificated and classified Green Dot employees is defined by their respective collective bargaining agreements.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

REVOCATION OF THE CHARTER

The District may revoke the Charter if Ánimo Venice commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Ánimo Venice if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Ánimo Venice, either by the governing board of Ánimo Venice or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; the governing board of Ánimo Venice votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Ánimo Venice, including its nonprofit
Designation of Responsible Person(s) and Funding of Closure
Upon the taking of a Closure Action by either the governing board of Ánimo Venice or the LAUSD Board of Education, the governing board of Ánimo Venice shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how Ánimo Venice will fund these activities.

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

1. The CSD, if the Closing Action is an act of Ánimo Venice. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in Ánimo Venice within 72 hours of the Closure Action. Ánimo Venice shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Ánimo Venice shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Ánimo Venice shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Ánimo Venice shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Ánimo Venice shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Ánimo Venice shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Ánimo Venice shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the school closure

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 and, legal guardians 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, and 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, which will include 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 school closure

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

**School and Student Records Retention and Transfer**

Ánimo Venice shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. 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 should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. Ánimo Venice must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.
Ánimo Venice shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

Ánimo Venice 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 Ánimo Venice will be the responsibility of Ánimo Venice and not LAUSD. Ánimo Venice understands and acknowledges that Ánimo Venice will cover the outstanding debts or liabilities of Ánimo Venice. Any unused monies at the time of the audit will be returned to the appropriate funding source. Ánimo Venice understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Ánimo Venice participates, and other categorical funds will be returned to the source of funds.

Ánimo Venice 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated 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.

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

Ánimo Venice’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Ánimo Venice’s right to operate as a charter
school or cause Ánimo Venice to cease operation. Ánimo Venice and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

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

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

- **Use**: Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**: (i) **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its
regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

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

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

Non-District-Owned Facilities

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility.
Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

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

**INSURANCE**

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

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

The following insurance policies are required:

Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $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 $3,000,000 per occurrence and $3,000,000 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.

Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

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

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.
Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.
**Internal Fiscal Controls**
Animo Venice will develop and maintain sound internal fiscal control policies governing all financial 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. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)