



# **MATRIX for Success Academy (The Matrix)**

## **Charter School Petition for a Five-Year Term (July 1, 2018 – June 30, 2023)**

Submitted by the PazLo Education Foundation to  
the Los Angeles Unified School District  
on April 20, 2017

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## Assurances, Affirmations, and Declarations

Matrix for Success Academy (also referred to herein as “The Matrix” and “Charter School”) shall:

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

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

the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Charter School offers the following additional affirmations, assurances and declarations:

The Matrix shall:

Adhere to California Department of Education regulations and requirements for Independent Study programs at charter school sites and California Education Code §§ 47612.5, 51745-51749.3; 5 Cal. Code Regulations 11700-11705.

Only permit individuals with exceptional needs to participate in independent study programs if their Individualized Education Program (IEP) specifically provide for that participation. Ed. Code § 51745(c).

Comply with all independent study laws and regulations, including a written attendance accounting (Ed. Code Section 51747.5(b)) and general supervision. Ed Code § 46300.

Comply with the same statutory requirements as do other public independent study schools. As an independent study school, Charter School shall not claim state funding for the independent study of a pupil if the school has provided any funds or other things of value to the pupil or his or her parent or guardian that the chartering authority could not legally provide to a similarly situated pupil in a school within the jurisdiction of the chartering authority.

As outlined in the California Education Code, students may stay enrolled in the Independent Study program until age 21 if they were already consistently enrolled in a school at age 19. Students between the ages of 19 and 21 years old will not be directly enrolled into the Independent Study Program.

## **Element 1 – The Educational Program**

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

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

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

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

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

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's 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), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the 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 Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

### **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, 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

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

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

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

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

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

**GENERAL INFORMATION**

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School is:	<i>Cesar Lopez /Alfonso Paz</i>

• The contact address for Charter School is:	<i>1309 N. Wilton Place, 3<sup>rd</sup> Floor Los Angeles, CA 90028</i>
• The contact phone number for Charter School is:	<i>(323) 817-6550</i>
• The proposed address, or target community by Zip Code, of Charter School is:	<b>Target Location #1:</b> Zip Code 90011 <b>Target Location #2:</b> Zip Code 90006 <b>Target Location #3:</b> Zip Code 91342
• This location is in LAUSD Board District:	#1: 2 #2: 2 #3: 6
• This location is in LAUSD Local District:	#1: Central #2: Central #3: Northeast
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	200
• The grade level(s) of the students in the first year will be:	9-12
• Charter School’s scheduled first day of instruction is:	July 5, 2018
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency.)	600
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Year Round – Tracks A and B</i>
• The bell schedule for Charter School will be:	Non-classroom based charter offering daily support at Success Centers open Monday through Friday 7:30AM – 6:00PM
• The term of this Charter shall be from:	<i>July 1, 2018 – June 30, 2023</i>

## ma·trix

[ˈmātriks] - NOUN

1. an environment in which something develops;
2. a mold in which something is shaped

Matrix for Success Academy (The Matrix) is designed to recruit and serve Los Angeles’ *most* vulnerable communities – and the most vulnerable students within these communities who have already dropped out and/or are at highest risk of not completing high school -- to help these students and their families realize improved futures. This charter petition seeks to establish The Matrix as an independent study alternative educational option with comprehensive site-based learning opportunities and wrap-around supports for students in grades 9-12.

For the past nine years, the founders of The Matrix have successfully addressed the myriad challenges involved in trying to reach and serve dropouts and those at high risk of dropping out, through the APEX Academy (APEX), an LAUSD-authorized site-based charter school serving grades 7-12 in East Hollywood. Hundreds of students who had previously dropped out or were on the verge of doing so have enrolled in APEX and gone on to earn a high school diploma and enroll in post-secondary education or pursue meaningful work. The Matrix will be overseen by two Co-Directors who also oversee APEX Academy:

**Cesar Arturo Lopez, Co-Director, Executive**, was the Founding Principal of APEX Academy within the LAUSD and has served as the school's Co-Director, Executive since independent charter conversion status in 2012. Mr. Lopez has worked for the last 20 years with working-class and underrepresented families in the Los Angeles area to have greater opportunities and access to college. As Founding Principal of APEX (which originally was a unique and innovative small school on the campus of the Helen Bernstein High School in East Hollywood, before converting to charter in 2012), Mr. Lopez coordinated the initial recruitment of students, conducted complete staffing of school personnel, facilitated the procurement of materials and equipment for the school site and managed public relations during new school construction. He also acted as a liaison between the architect/contractor and the school district. As Principal, Mr. Lopez oversaw initial implementation of the innovative Diploma Plus Model of high school reform under a grant awarded to LAUSD (2007) to implement the model; he also initiated and oversaw the school's accreditation process with the Western Association of Schools and Colleges (WASC).

Prior to serving as founding principal, Mr. Lopez worked at LAUSD's East Valley High School leading the re-structuring of the traditional academic program to the Talent Development Model as the grant and organizational facilitator. He also directed grant resources toward the implementation of small learning communities within the school. From 2004-2006, Mr. Lopez served as Principal of LAUSD's Mission High School, and from 1997-2004 he worked as the social sciences department chair, technology coordinator, UTLA chapter chair/lead teacher, parent teacher liaison and work experience/night school coordinator for Amelia Earhart High School (LAUSD).

He attended and graduated from UCLA both as an undergraduate and graduate student, completing a Master's Degree and California Administrative Services Credential. Additionally, he completed his California Teaching Credential at California State University, Northridge (CSUN).

**Alfonso Paz, Co-Director, Achievement**, with over 25 years of service in the East Hollywood community, Mr. Paz served as the lead Guidance Counselor at APEX starting in 2008, and helped lead the charter conversion process and efforts of our evolving Diploma Plus Competency-based model of instruction and promotion. As Co-Director, Achievement, at APEX he has helped design and implement crucial aspects of the school program and culture, including a school-wide college awareness program and a rigorous and comprehensive counseling and guidance program based on the ASCA National Model which supports students and their families in the areas of personal, social, academic and career development. Additionally, Mr. Paz has coordinated teacher professional development, facilitated development of the master calendar and served as administrator-designee testing coordinator and discipline advisor. Previously, Mr. Paz worked as lead guidance counselor for LAUSD's Le Conte Middle School, where he implemented a school-wide college awareness program and supervised coordinating of AB-1802 conferences.

Mr. Paz holds a Master’s Degree in Counseling and Guidance from California Lutheran University, an MFA in theater from the American Conservatory Theater and a BFA in acting from the University of Miami. He also earned a Pupil Personnel Services Credential from California Lutheran University.

Based on our team’s years of experience and the innovative model we have developed to meet these unique students’ needs, we are now seeking to expand our operations to best serve LAUSD’s most high-need students in other underserved neighborhoods. We also seek to ensure that *all* of these vulnerable students’ educational needs are met under one roof, including a variety of paths to a high school diploma (rather than needing to transfer to an adult school or another alternative program to complete high school), career/employment support, guidance/college counseling, and psycho-social counseling and support, including connections and referrals with a variety of other community services. The Matrix will be a “one-stop shop” that both understands and addresses the critical needs of these students and their families with our trauma-informed approach and personalized educational model.

The Matrix will offer a comprehensive success center-based/off-site learning program modeled after APEX, with Success Centers located in three of LA’s most high-need areas to re-engage these young people in school. The Matrix will be an independent study charter in order to afford our high-needs students the flexibility they need to hold jobs, care for family members/their own children, and meet other responsibilities that in many cases have caused them to leave school. Yet our unique program will closely resemble APEX’s site-based model and offer classes, labs, core academic workshops, counseling, tutoring and other supports in a Success Center-based environment to meet our students’ intensive needs. Matrix’s programming will include a combination of scheduled core content workshops, with personalized web-based learning through our Diploma Plus Learning Platform, in tandem with social emotional supports and counseling as needed. Each of the Matrix Success Centers will, at capacity, re-engage between 150-200 students.

**COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL**

Class Of	LAUSD Cohort Students	LAUSD Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate
2015-16	34,563	26,626	77.0	4,739	13.7
2014-15	36,602	26,438	72.2	6,095	16.7
2013-14	38,637	27,122	70.2	6,704	17.4
2012-13	40,315	27,443	68.1	6,950	17.2

Source: <http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?aggllevel=D&cdscode=19647330000000>

While the Los Angeles Unified School District (LAUSD) has made commendable gains in increasing high school graduation rates in recent years, over just the last four years for which data is available, close to 25,000 dropouts have been reported within the boundaries of LAUSD. (<http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?aggllevel=D&cdscode=19647330000000>.) This figure excludes the other 79 school districts within Los Angeles County which each contribute additional numbers to this significant problem.

As we know from our nine years of experience in founding and developing APEX, as well as our teams' combined 40+ years of experience in serving high-needs secondary students at schools throughout LAUSD, the needs of non-grads and dropouts are varied and complex. While some students are simply short a few credits, others have few – if any – high school credits and lack basic skills necessary for completion of high school course content. At APEX, over the last four years, between 64%-76% of all of our new enrollees arrived at APEX significantly credit deficient (1-2 years behind), had a history of 0% to 30% attendance at their previous school(s), and/or faced other family trauma significantly affecting their educational progress. We have seen from the students who enroll at APEX that students have dropped out of their previous schools because they have to work to support their families, care for siblings or their own child(ren), or help a relative who is sick. Other students are sick themselves and have lacked the support to continue in school. Students and their families face homelessness or housing instability that causes them to change schools – sometimes multiple times in one year -- leading some to drop out. Some students are dealing with legal issues, including incarceration and the probation system, while others face substance abuse, gang involvement, domestic violence at home and other challenges that have caused them to drop out. Virtually all of these students have socio-emotional issues well beyond “typical” adolescent challenges. The majority of traditional and charter schools are often not equipped or structured to deal with these intense psycho-social and behavioral needs.

<b>By the Numbers: Dropping Out of High School</b>	
<b>63 TIMES HIGHER</b>	Among dropouts between the ages of 16 and 24, incarceration rates were a whopping 63 times higher than among college graduates, according to a study by researchers at Northeastern University. To be sure, there is no direct link between prison and the decision to leave high school early. Rather, the data is further evidence that dropouts are exposed to many of the same socioeconomic forces that are often gateways to crime.
<b>\$292,000 LIFETIME COST</b>	The same study found that as a result — when compared to the typical high school graduate — a dropout will end up costing taxpayers an average of \$292,000 over a lifetime due to the price tag associated with incarceration and other factors such as how much less they pay in taxes.
<b>\$20,241 LESS INCOME</b>	The average dropout can expect to earn an annual income of \$20,241, according to the U.S. Census Bureau. That's a full \$10,386 less than the typical high school graduate, and \$36,424 less than someone with a bachelor's degree.
<b>12% UNEMPLOYMENT – HIGHER ON-GOING UNEMPLOYMENT</b>	Of course, simply finding a job is also much more of a challenge for dropouts. While the national unemployment rate stood at 8.1 percent in August, joblessness among those without a high school degree measured 12 percent. Among college graduates, it was 4.1 percent.
<b>30.8 HIGHER POVERTY RATES</b>	The challenges hardly end there, particularly among young dropouts. Among those between the ages of 18 and 24, dropouts were more than twice as likely as college graduates to live in poverty according to the Department of Education. Dropouts experienced a poverty rate of 30.8 percent, while those with at least a bachelor's degree had a poverty rate of 13.5 percent.

*Source: <http://www.pbs.org/wgbh/frontline/article/by-the-numbers-dropping-out-of-high-school/>*

While dropout prevention programs offered by LAUSD, Los Angeles County Office of Education (LACOE) and others are able to recover many students each year, the fact remains that thousands of students are leaving our schools – including the recovery programs -- without a diploma. The Matrix will offer a unique model that provides crucial flexibility and support to meet the needs of students that are not currently being served by existing programs.

**TARGET COMMUNITIES TO BE SERVED**

The Matrix founders have reviewed a variety of publicly available drop-out data from the California Department of Education (CDE) and research organizations such as The Advancement Project, an acclaimed non-profit public policy organization that has extensively documented conditions faced by families in Los Angeles including crime, gang activity, access to quality early education, school quality issues, and presence of community risk factors and lack of community protective factors. (<http://advancementprojectca.org/who-we-are/publications/>). The Advancement Project has extensively evaluated each zip code in Los Angeles in the areas of Safety, Schools, Protective Factors and Risk Factors, based on its comprehensive data. Below is a brief summary of each criterion used to evaluate all 104 zip codes within the City of Los Angeles and how the scores are calculated, which in turn were used to assign each factor a letter grade from "A" to "F," relative to the other zip codes in the City:

### **Safety**

- 1 - *Gang Related Crime Rate*: Los Angeles Police Department (LAPD) crime data from 2007
- 2 - *Violent Crime Rate*: total number of Homicide, Aggravated Assault and Robbery crimes from LAPD Crime data from 2008
- 3 - *Child Abuse Rate*: Substantiated Child Abuse Referrals from the Los Angeles County Department of Children and Family Services 2008 data

### **Schools**

- 4 - *High School API*: California Department of Education (CDE) 2008 Base API file
- 5 - *High School Truancy*: CDE Dataquest 2008-2009
- 6 - *Middle School API*: CDE 2008 Base API
- 7 - *Middle School Truancy*: CDE Dataquest 2008-2009
- 8 - *Graduation Rate*: data from CDE Dataquest 2007-2008

### **Risk Factor**

- 9 - *Percent Families in Poverty*: data from Claritas 2010
- 10 - *Percent Unemployment*: data from Claritas 2010
- 11 - *Percent Single Parent Families*: data from Claritas 2010
- 12 - *Percent High School Students Scoring Below Basic in English*: data from California Standardized Testing and Reporting (STAR) from 2009 for the CST English-Language Arts test.
- 13 - *Percent Middle School Students Scoring Below Basic in English*: data from STAR 2009 for the CST

### **Protective Factors**

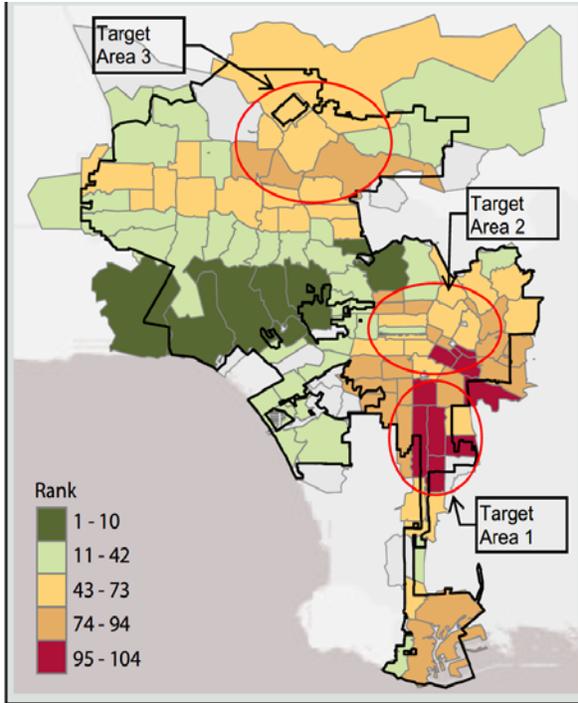
- 14 - *Violence Prevention Services Rate*: Calculated using a count of 2-1-1 services, divided by 2010 Population Statistics from Claritas
- 15 - *Youth Violence Prevention Nonprofit Revenue per Capita*: Calculated using total revenue from youth violence prevention nonprofits, data from the National Center for Charitable Statistics 2006 database
- 16 - *Percent High School Teachers with Full Credentials*: data from CDE 2008 Base API file
- 17 - *Percent Active Voting Population*: Calculated using voting data from the Statewide Database at UC Berkeley for voters who voted in the 2008 General Election

<http://advancementprojectca.org/wp/wp-content/uploads/2015/09/imce/Community%20Safety%20Scorecard%20FINAL%20LowRes%2010-25-11.pdf>

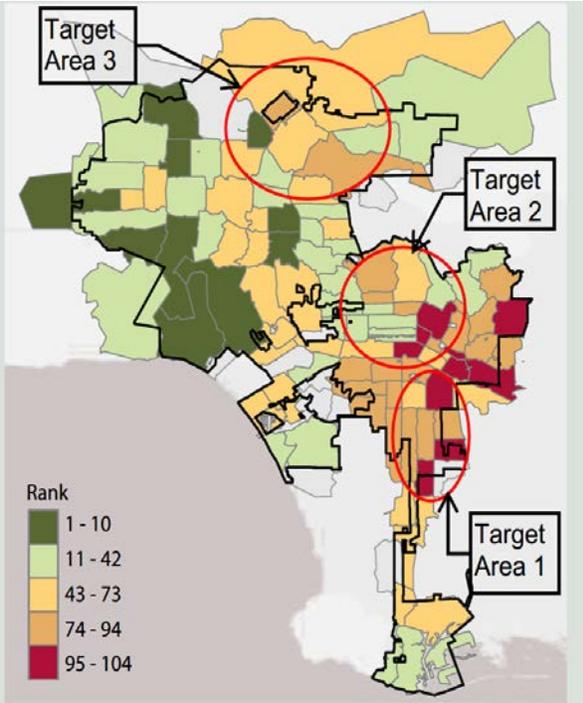
The Advancement Project's in-depth research and mapping provides detailed information about some of Los Angeles' most vulnerable neighborhoods. We have selected three communities the Advancement

Project has identified as “hot spots,” where youth are most vulnerable and significantly affected by unemployment, high crime, gangs, drug use/abuse and other negative aspects of poverty; all issues closely related to dropping out of school. (<http://advancementprojectca.org/wp/wp-content/uploads/2015/09/imce/Community%20Safety%20Scorecard%20FINAL%20LowRes%2010-25-11.pdf>) The Matrix plans to partner with leading service agencies to lease space for our Matrix Success Centers in each of these three locations having the greatest/most immediate need for our innovative and comprehensive program: Historic South-Central Los Angeles, Pico Union, and Sylmar/NE San Fernando Valley.

**Safety Score**

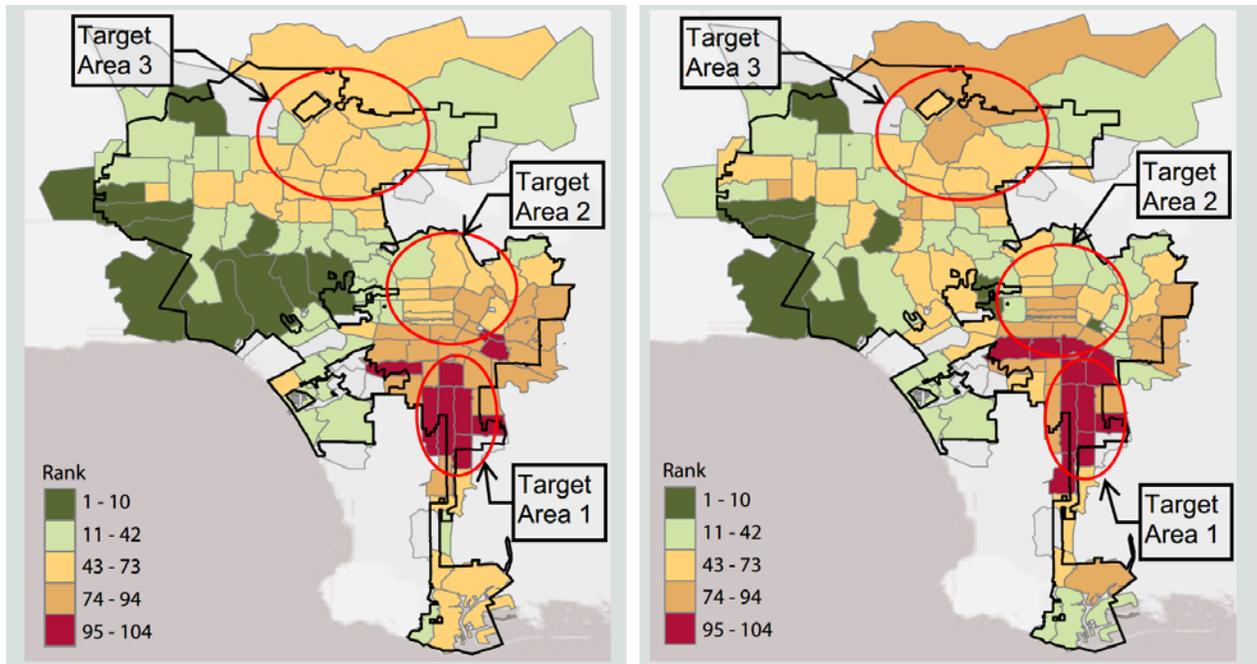


**School Score**



**Risk Factor Score**

**Protective Factor Score**



(<http://advancementprojectca.org/wp/wp-content/uploads/2015/09/imce/Community%20Safety%20Scorecard%20FINAL%20LowRes%2010-25-11.pdf>)

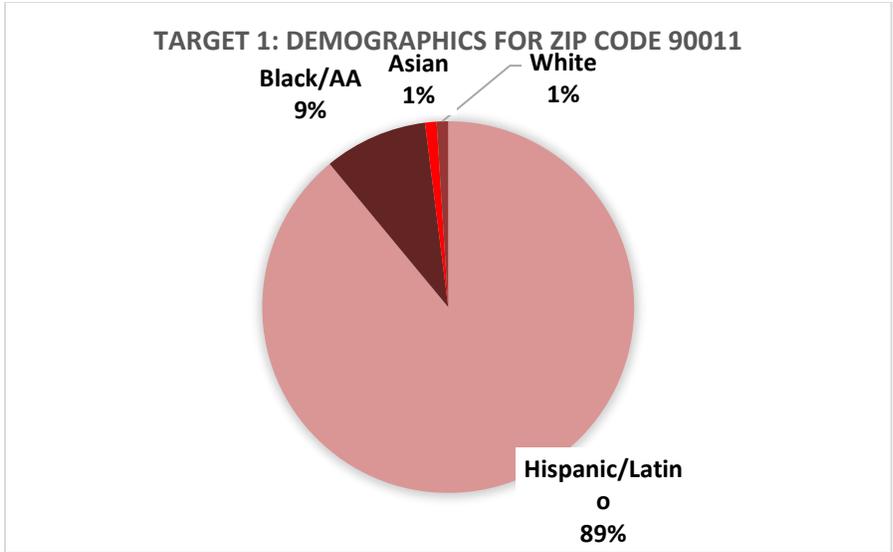
**Target Location #1/Historic South Central LA (90011)**

According to the Advancement Project, zip code 90011 – where we plan to open our first Matrix Success Center – rates an “F” across every metric; adjacent zip codes are similarly low-rated:

South LA – Target Area 1				
	Safety Grade	School Grade	Protective Factor Grade	Risk Factor Rank
90011	F	F	F	F
90003	F	D	F	F
90037	F	D	F	F
90007	D	F	F	F
90021	F	F	B	F
90058	F	D	A	F
90001	C	F	F	F

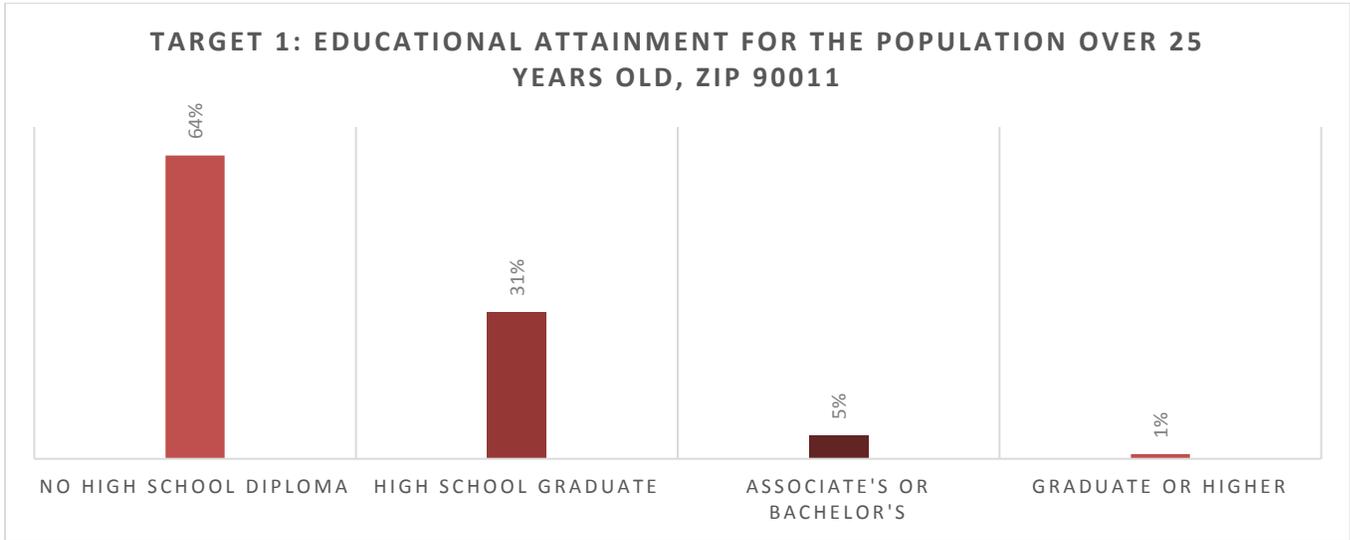
Source: Community Safety Scorecard, The Advancement Project  
<http://advancementprojectca.org/who-we-are/publications/>

The population in Target Location #1 is 89% Hispanic/Latino and 88% of residents in zip code 90011 speak a language other than English at home (predominantly Spanish):



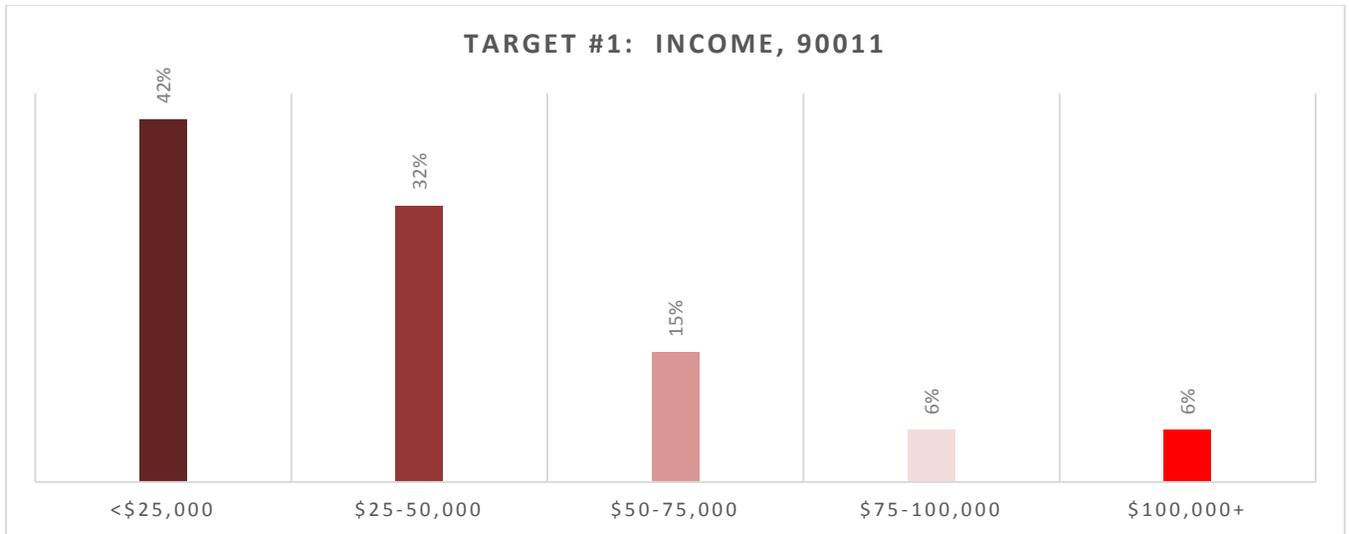
(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90011).)

A full 64% of adult residents in this community do not have a high school diploma and only 6% have earned a two or four-year college degree:



(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90011).)

According to Census data, 42% of families with children under 18 in zip code 90011 were living below the federal poverty line –74% of families earned \$50,000 or less:



(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90011).)

Based on the *Los Angeles Times*' Community Mapping data, over a six-month period ending January 22, 2017, out of 209 neighborhoods tracked by the *Times*, the Historic South-Central neighborhood (zip code 90011) ranked 24th for the rate of violent crimes, with 347 violent crimes committed in this densely populated 2.5 square mile community in just six months. This included five homicides, seven reported rapes, and 166 reported cases of aggravated assault. In that same time period, there were 821 property crimes in the neighborhood, with Historic South Central ranking 53/209 for property crimes. (<http://maps.latimes.com/neighborhoods/neighborhood/historic-south-central/crime/?lat=34.007889&q=Los+Angeles%2C+CA+90011%2C+USA&lng=-118.2585096#six-months>)

These community factors impact the ongoing educational attainment of youth in the neighborhood. With few adults possessing a high school diploma, plus the challenges of extreme poverty, high crime rates and gang involvement, stresses impact many students' ability to complete high school and realize better futures for themselves and their families.

Looking at the three large traditional high schools located within zip code 90011/Target Area #1, collectively serving a total of more than 3,800 students, dropout data shows a significant issue with 758 dropouts from these three high schools over four years:

Schools serving students within Target Area 1	Total Enrollment (2016-17)	3-year cohort graduation rate average (2013-14)	2014-15 cohort grad rate	Total # Cohort Dropouts over four years (2012-2016)	Average Cohort Dropout Percentage over four years (2012-2016)
Santee Education Complex	1,923	69.7%	72.4%	309	19.0%
Dr. Maya Angelou Comm. High	1,119	65.2%	71.0%	152	22.9%
Thomas Jefferson Senior High	777	65.0%	75.7%	297	23.0%
				<b>758</b>	

Sources:

<http://www6.cde.ca.gov/californiamodel/report?indicator=grad&year=2017s&cdcode=&scode=0109447&reporttype=sgroups;>

<http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?Agglevel=S&cdscode=19647330124479>

While graduation rates appear to be improving, the fact that one-fifth to one-quarter of students at the primary high schools in this single zip code are dropping out is alarming. The Matrix will offer a much-needed additional resource in Historic South-Central Los Angeles to serve these students and their families.

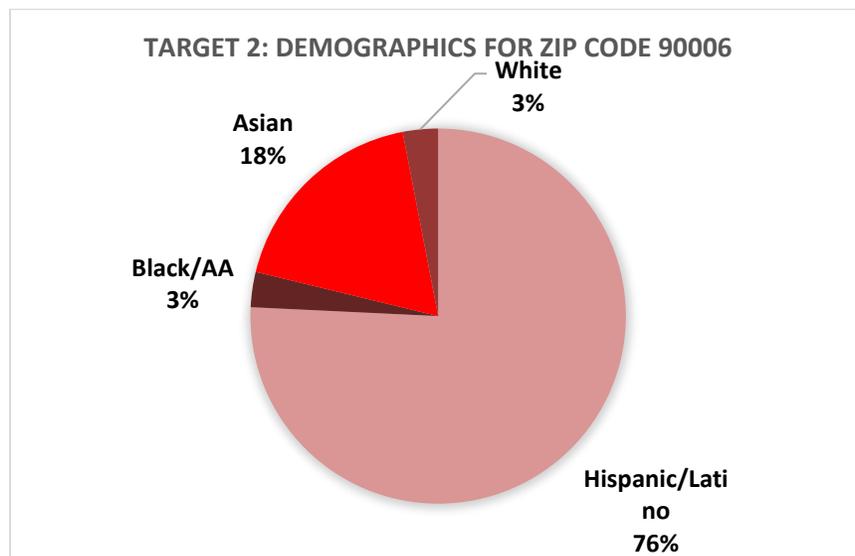
### **Target Location #2/Pico-Union (90006)**

As with Target Location #1, our second target location, Pico-Union, centered in zip code 90006, also scores “Fs” and Ds” from the Advancement Project, with the surrounding zip codes in this densely populated area scoring similarly low grades across most four factors:

<b>Central LA – Target Area 2</b>				
	Safety Grade	School Grade	Protective Factor Grade	Risk Factor Rank
90006	D	F	F	F
90015	F	D	D	D
90017	F	D	A	D
90018	F	F	F	F
90019	D	D	F	D
90005	C	B	D	D
90057	F	F	D	F

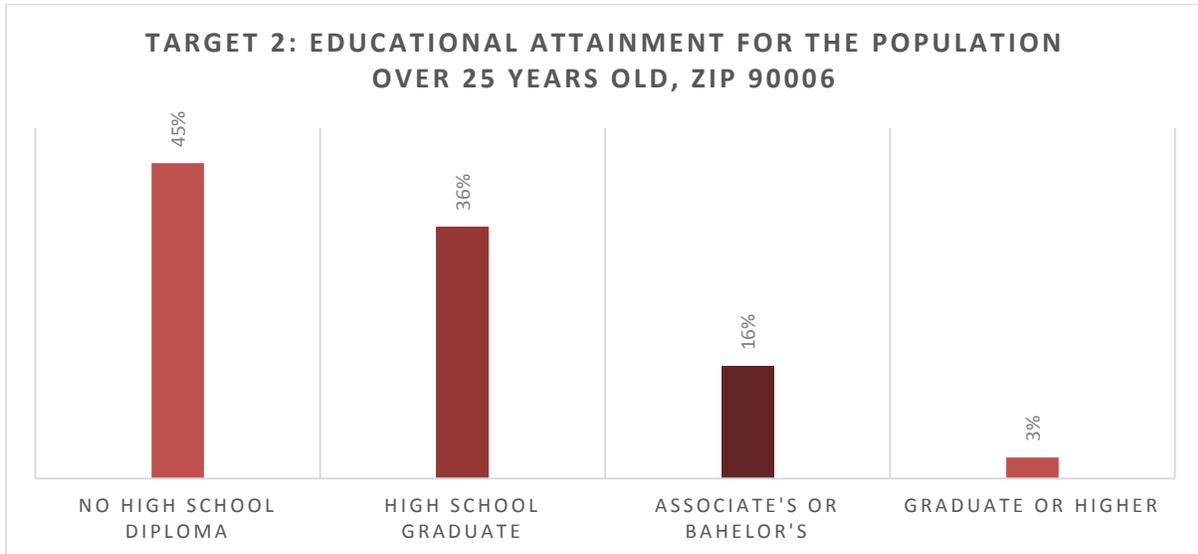
Source: Community Safety Scorecard, The Advancement Project  
<http://advancementprojectca.org/who-we-are/publications/>

This area includes a large population of recent immigrants (both Hispanic/Latino and Asian) and is among the most densely populated areas in California.



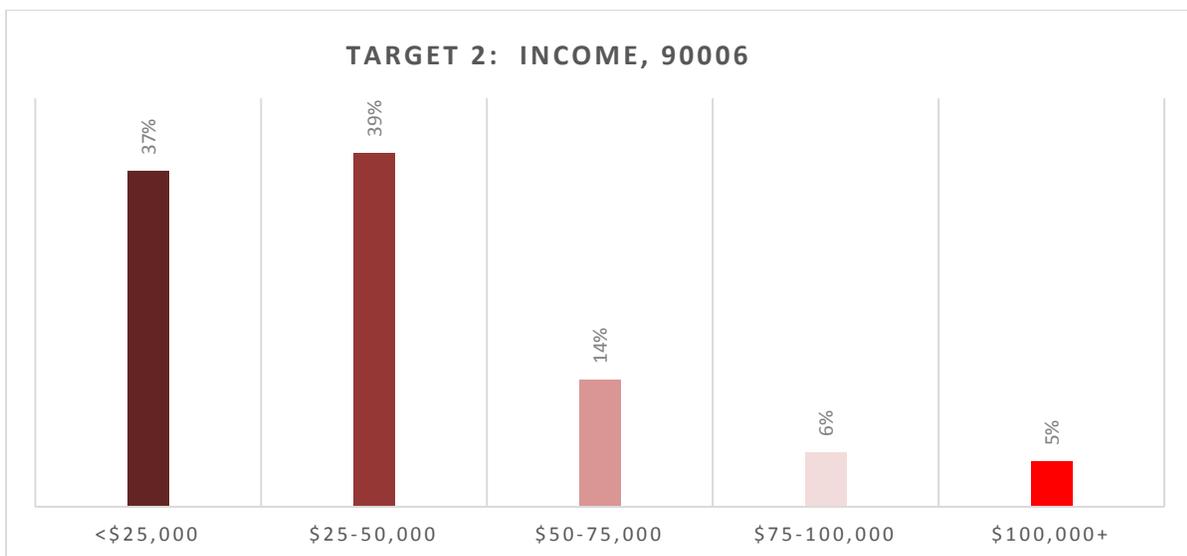
(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90006).)

In Pico-Union, 45% of adult residents do not have a high school diploma and 36% have a high school diploma but no further education:



(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90006).)

According to Census data, 39% of families with children under 18 in zip code 90006 were living below the federal poverty line –76% of families earned \$50,000 or less:



(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 90006).)

Over a six-month period ending February 19th, 2017, out of 209 neighborhoods tracked by the L.A. Times, Pico-Union ranked 39th for the rate of violent crimes, with 178 violent crimes committed in this 1.67 square mile community in just six months. This included one homicide, ten reported rapes, and 79

reported cases of aggravated assault. In that same time period, there were 429 property crimes in the neighborhood, with Pico-Union ranking 127/209 for property crimes.

Looking at the three large traditional high schools (two are larger complexes with several smaller learning academies) located within or near zip code 90006/Target Area #2, collectively serving a total of more than 5,000 students, dropout data shows a significant issue with 766 dropouts from these three high schools over four years:

Schools serving students within Target Area 1	Total 9-12 Enrollment (2016-17)	3-year cohort graduation rate average (2013-14)	2014-15 cohort grad rate	Total # Cohort Dropouts over four years (2012-2016)	Average Cohort Dropout Percentage over four years (2012-2016)
West Adams Preparatory HS	1,514	80.2%	74.4%	256	14.8%
RFK Community Schools (collectively)	1,732	72.9%	73.4%	244	16.5%
Miguel Contreras Learning Complex (collectively)	1,832	75.7%	76.6%	266	17.0%
				<b>766</b>	

Sources:

<http://www6.cde.ca.gov/californiamodel/report?indicator=grad&year=2017s&cdcode=&scode=0109447&reporttype=sgroups>;  
<http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?Agglevel=S&cdscode=19647330124479>

On a positive note, this area is included in the “Promise Zone” initiative, an anti-poverty investment zone led by Mayor Garcetti and a diverse group of community based organizations coordinated by the Youth Policy Institute (YPI). An influx of federal funds via a “Promise Neighborhood” federal grant is designed to address poverty related issues including the dropout problem. The Matrix will expand our existing partnership with YPI to address the dropout crisis in this community by locating the second Success Center within YPI’s Pico-Union Promise Zone. Under our current MOU with YPI, APEX Academy is a community hub in East Hollywood through which YPI delivers services intended to help our families improve their living conditions. These services range from after school programming, parenting workshops, health oriented workshops, tutoring, mentoring, arts programs, and overall wrap around services. The addition of these services have significantly affected the outlook of thousands of our families, while re-engaging hundreds of students back into schooling.

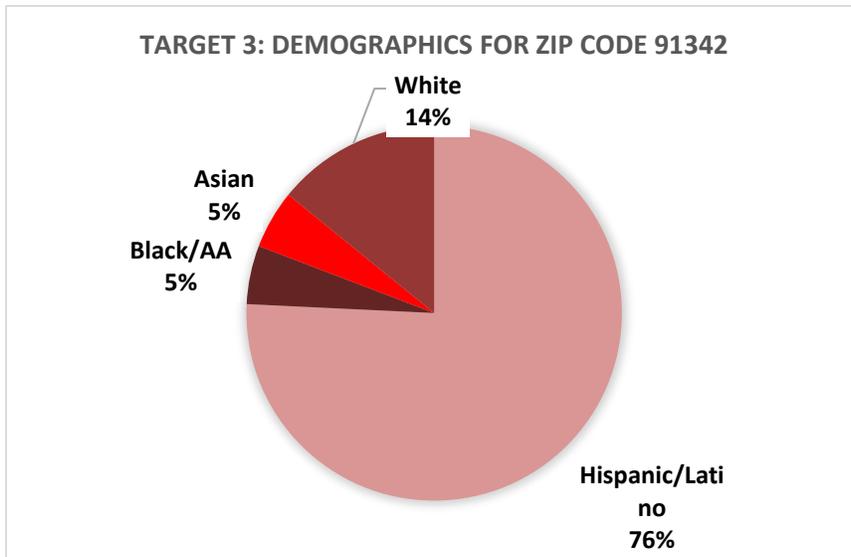
**Target Location #3/Sylmar/Pacoima**

As with Target Area #2, YPI is administering a Promise Neighborhood federal grant in the Northeast San Fernando Valley, designed to address poverty related issues, including dropout rates. As evidenced by the Advancement Project’s comprehensive analyses, 91342 and surrounding zip codes present a variety challenges for families and youth in the community:

Target Area 3/Pacoima-Sylmar				
	Safety Grade	School Grade	Protective Factor Grade	Risk Factor Rank
91342	D	C	F	C

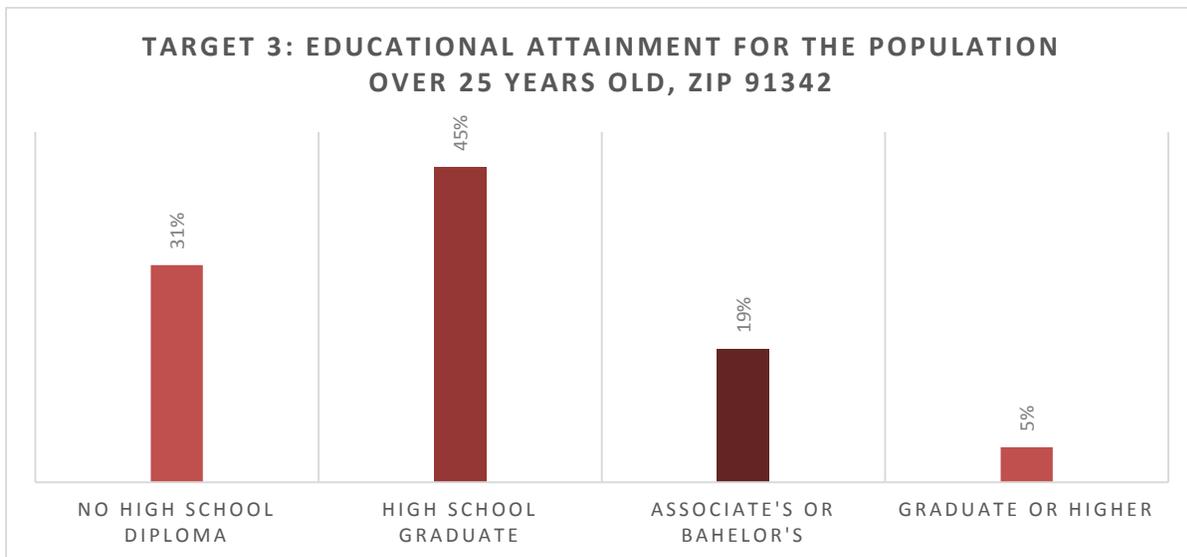
91352	D	D	D	D
91331	D	C	F	D
91340	D	D	C	D
91343	C	D	C	C
91402	D	B	D	C
91345	C	A	B	A

Source: Community Safety Scorecard, The Advancement Project  
<http://advancementprojectca.org/who-we-are/publications/>



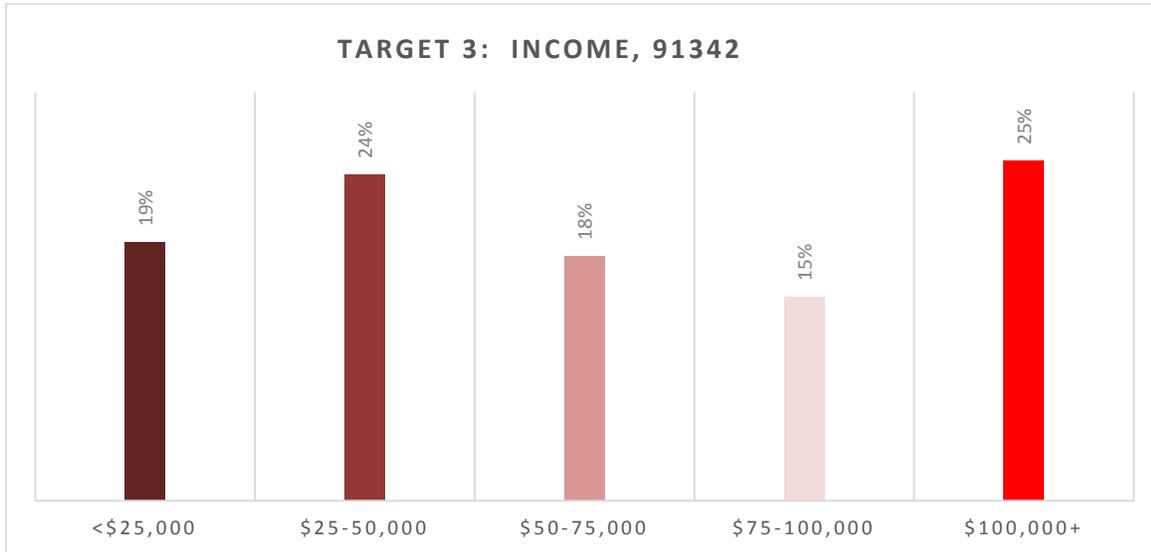
(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 91342).)

In Sylmar, 31% of adult residents do not have a high school diploma and another 45% have a diploma but no further education:



(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 91342).)

According to Census data, 20% of families with children under 18 in zip code 91342 were living below the federal poverty line –43% of families earned \$50,000 or less:



(<https://factfinder.census.gov> (2010 U.S. Census, Zip Code 91342).)

Over a six-month period ending March 5th, 2017, out of 209 neighborhoods tracked by the L.A. Times, Sylmar ranked 100th for the rate of violent crimes, with 141 violent crimes committed in this 12.46 square mile community in just six months. This included four homicides, ten reported rapes, and 83 reported cases of aggravated assault. In that same time period, there were 770 property crimes in the neighborhood, with Sylmar ranking 126/209 for property crimes. (<http://maps.latimes.com/neighborhoods>.)

Looking at the two large high schools located within or near zip code 91342/Target Area #3, collectively serving a total of almost 4,000 students, dropout data shows a significant issue with 410 dropouts from these three high schools over four years:

Schools serving students within Target Area 1	Total Enrollment (2016-17)	3-year cohort graduation rate average (2013-14)	2014-15 cohort grad rate	Total # Cohort Dropouts over four years (2012-2016)	Average Cohort Dropout Percentage over four years (2012-2016)
Cesar Chavez Academies (collectively)	1,964	75.3%	81.4%	198	12.9%
Sylmar Senior High (converted to charter but still serves majority of community)	1,988	83.2%	79.8%	212	10.1%
				<b>410</b>	

Sources:

<http://www6.cde.ca.gov/californiamodel/report?indicator=grad&year=2017s&cdcode=&scode=0109447&reporttype=sgroups>;

<http://dq.cde.ca.gov/dataquest/cohortmulti/CohortMultiYear.aspx?Agglevel=S&cdscode=19647330124479>

In each of these communities, we see the need for more resources and access to educational programs with the experience of re-engaging disconnected families and in some cases entire communities. We believe the Matrix for Success Academy will dramatically change the dynamics of drop-outs in each one of these targeted areas.

### **THE MATRIX WILL MEET COMMUNITY NEEDS**

Alternative schools may provide some flexibility or programs that are intended to facilitate completion of high school, but often lack crucial on-site structures such as guidance counseling, support services, college and career counseling, credentialed teachers in every academic content area, adaptability and flexibility for high school success plans, and other essential wrap-around services needed to meet the needs of this most vulnerable population.

The Matrix is carefully designed to meet all these needs. The Matrix will provide a student-centered grades 9-12 instructional program through a competency-based, personalized instructional model, designed to allow for flexibility while maximizing access to educational resources for every student. The Matrix Success Centers will combine independent study with comprehensive and extensive services that include campus-based classes, labs, enrichments, counseling, psycho-social support and extracurricular activities. As shown in graphic below, every student will have a daily schedule targeting their individualized educational needs, including career and employment needs through partnerships such as Lynda.com (online business and career-related courses) and local businesses, while providing daily access to counseling, social supports and much needed post-secondary planning from day one.

The focus of The Matrix is to provide an alternative, motivating, challenging and safe learning opportunity that will prepare the most vulnerable students not just for graduation and a high school diploma or equivalency, but also for careers and lifelong success. The Matrix will seek full accreditation from the Western Association of Schools and Colleges and ensure all core courses meet A-G UC/CSU approval.

### **Matrix for Success Academy**

<p><b>A - Committed and Compassionate Educators</b></p>	<ul style="list-style-type: none"> <li>• On-site credentialed core content instructors (ELA, Math, Science, Social Sci.) delivering targeted daily core content workshops, individualized instruction, and dp.net virtual classroom support.</li> </ul>
<p><b>B - Competency-Based / CCSS Aligned Instructional Model - Diploma Plus</b></p>	<ul style="list-style-type: none"> <li>• Personalized instructional programming taking every student where they are, allowing multiple entry points through our Diploma Plus competency-based instructional model. All curriculum will be UCOP approved to meet A-G requirements.</li> </ul>
<p><b>C - Full-Time Guidance / College Counselor</b></p>	<ul style="list-style-type: none"> <li>• Dedicated counselor thoroughly assessing and examining every student's academic and socio-emotional need upon enrollment and on-going, to develop comprehensive Personalized Success Plan (PSP) and Educational IS Master Agreements.</li> </ul>
<p><b>D - Full-Time Career and Employment Counselor/Facilitator</b></p>	<ul style="list-style-type: none"> <li>• Dedicated counselor/facilitator integrating career training, certifications programs and employment options for students as needed.</li> </ul>
<p><b>E - Multiple and Flexible Paths to HS Graduation</b></p>	<ul style="list-style-type: none"> <li>• Multiple paths to high school graduation allowing for academic flexibility, student circumstances, and post-secondary plans (A-G Trad. 210 credit Plan, 170 credit Plan, Foster 130 Plan AB216, Alt. Plan for students with IEPs, GED-HiSET, etc.) all under one roof, negating the need to transfers to alternative programs.</li> </ul>
<p><b>F - Effective Whole-Child Supports</b></p>	<ul style="list-style-type: none"> <li>• Dedicated Psychiatric social worker to set up wrap around services, rehabilitation referrals, mental health therapy, housing issues, probation/parole contact, etc.</li> </ul>

**Matrix vs. Existing Alternatives**

	<p><b>Traditional Continuation/Dropout Recovery Programs</b>  <a href="http://notebook.lausd.net/pls/ptl/url/ITEM/F70178F2D32D9002E0330A081FB59002">http://notebook.lausd.net/pls/ptl/url/ITEM/F70178F2D32D9002E0330A081FB59002</a>  <i>Handbook of Research on School Choice.</i> Edited by Mark Berends, Matthew G. Springer, Dale Ballou, Herbert J. Walberg, 2010 Pgs. 537-38</p>	<p><b>The Matrix (Success Centers):</b></p>
<p><b>Staffing</b></p>	<p>1-4 staff, depending on program            Bare-bones since no on site resources are provided</p>	<p>1 Principal/AP            1 Office Mgr.            1 guidance/college counselor            1 career/employment counselor            1 Psych/social worker            4 full-time credentialed ELA, Math, History and Science teachers            2 elective/core teachers            Sp. Ed. (itinerant based on #s/needs)            2 Instructional assistant</p>
<p><b>Curriculum</b></p>	<p>Course packets / one-size-fits-all / all virtual curriculum            May or may not meet A-G requirements</p>	<p>Competency-Based and Personal Success Plan for each student with varying</p>

		<p>course loads and A-G curriculum pacing.</p> <p>Diploma Plus competency and standards attainment</p> <p>digital curriculum library and learning platform</p>
<b>Academic Counseling</b>	None or very limited on-site or through links and skype sessions	<p>Full-time Guidance/college counseling at each Success center</p> <p>FAFSA and college app completion, concurrent enrollment, full post-secondary planning opportunities</p>
<b>Career / Employment</b>	None	<p>Full-time Career and Employment counseling at each success center to develop real world learning and certifications from partnership with Lynda.com, local employers, etc.</p>
<b>Graduation Plans</b>	210 Credits or LEA specific graduation requirements	<p>A-G Traditional/210 Credit Plan; Adult 170 Plan; Foster Youth 130 Plan; Alt. Plan (if IEP stated); HiSET, GED all offered based on individual student needs.</p> <p>*All above mentioned programs exist in the state of CA and are offered often by different agencies (LEAs, Community Colleges, Libraries, Adult programs, etc.) The Matrix will offer <u>all</u> plans under “one-roof” based on where the student is and where the student wants to go (college or career).</p>
<b>Effective Whole-child Services and supports</b>	None May provide some referrals	<p>Full-time Psychiatric social worker on-site to provide and coordinate adult mentors, tutoring support, psycho-social counseling, referrals to community services (legal referrals, counseling, housing, job placement, etc.) and more.</p>

At the time of enrollment, each student’s Education Team – comprised of his/her parent/guardian, a credentialed teacher/Success Seminar leader (akin to an Advisor) and the student – will start by reviewing the student’s reading, writing, math and other skills (based on baseline assessments administered by The Matrix), and previous school records. The Education Team will collaboratively develop an academic program focused on achieving goals detailed in the student’s Personal Success Plan (PSP), preparing each student for college and career. The Education Team will also create a Master Agreement for the semester in compliance with Independent Study requirements, detailing coursework, attendance requirements, a schedule of check-ins (online and in-person) and more. Students will progress independently through our competency-based and standards-aligned curriculum using traditional texts, online resources, classroom-based hands-on workshops and labs, and weekly or daily tutoring and support, all with the continuous support of their parent/guardian and our credentialed teaching staff. Trained staff will also provide “wrap-around” support to students and their families, including assistance accessing community and government agency services.

**THE MATRIX IS BASED ON A PROVEN MODEL**

For the past eight years, APEX has served a student population that is very similar to alternative schools (options programs, CDS programs, and alternative schools). Robert Balfanz of Johns Hopkins University, the national authority on dropout research, has identified “contributing factors” that predict students dropping out, a useful measure in assessing the risk status of the population of students served by APEX and other schools:

8 <sup>th</sup> Grade Predictor for dropping out	Contributing Factors leading to more than 75% Probability of Dropping Out
Factor 1	Had less than 80% Attendance in 8 <sup>th</sup> Grade
Factor 2	“F” Grade in Math and/or English in 8 <sup>th</sup> Grade

9 <sup>th</sup> Grade Predictor for dropping out	Contributing Factors leading to more than 75% Probability of Dropping Out
Factor 1	Had less than 70% Attendance in 9 <sup>th</sup> Grade
Factor 2	Passed 20 credits or less in 9 <sup>th</sup> Grade
Factor 3	Did not promote to 10 <sup>th</sup> Grade

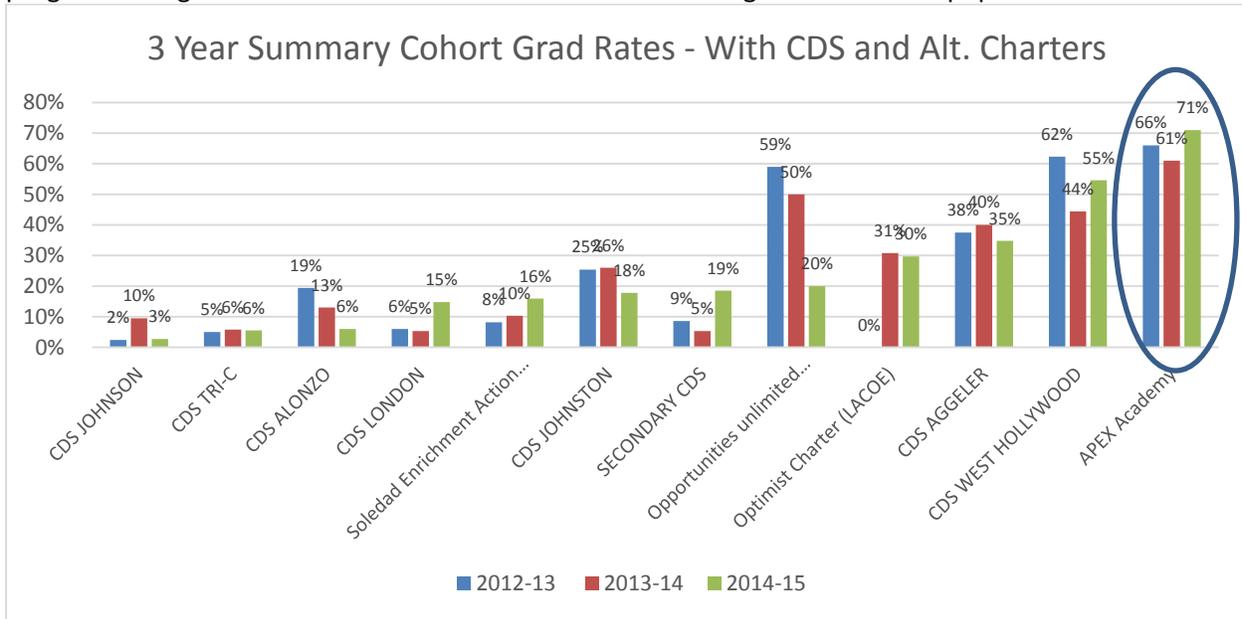
*(Neild, Balfanz, 2006)*

Based on these Balfanz factors, as detailed in the following chart, APEX’s student population over the past five years has predominantly been comprised of students with a 75% or more probability of dropping out of school:

<b>APEX Enrollment of Vulnerable Students – 4 Year Summary</b>						
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-17</b>	<b>Average/Totals</b>
New HS Students Enrolling <b>with more than 75% probability of dropping out of school.</b> Meeting Robert Balfanz Dropout predictors (Balfanz 2006)	85 out of 132 (64% of all new students)	106 out of 161 (74% of all new students)	99 out of 144 (76% of all new students)	35 out of 53 (76% of all new students)	34 out of 51 (67% of all new students)	66% 359/541
New HS students <b>with more than 75% probability of dropping out of school and credit deficient at</b>	59 out of 85 (69%)	70 out of 106 (66%)	82 out 99 (83%)	31 out of 53 (88%)	26 out of 51 (51%)	68% 268/394

enrollment (1 year or more behind in credits)

Yet the outcomes for students enrolled at APEX have been significantly better than other available programs for vulnerable students. The chart below shows the cohort graduation rates from CDS programs along with established similar charter schools serving similar student populations.



### Helping all students Graduate

It is important to note that APEX routinely refers students who are close to 18 or older to alternative programs who can provide a HS diploma under the 170-Credit or GED/HiSet Plus 50 Credit diploma programs, which are not offered under APEX’s current charter with LAUSD. These students have all been drop-outs prior to enrolling with APEX Academy. In these cases, APEX works with the student to determine the most effective approach to graduation success and post-secondary enrollment, including facilitating their transition to another school that can offer an option APEX does not offer..

APEX Students Receiving Diplomas from Adult Programs							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Adult programs graduates completing diploma requirements with APEX Academy	11	13	6	7	5	3	46

After a thorough analysis of the student’s transcripts and given the transferability of courses with careful coordination between our counselors and adult school counselors, APEX provides all courses except for 1 or 2 elective courses, left to do adult schools in the area (Evans Adult School, Hollywood Adult School, Friedman OC, etc.), where the student completes all requirements and actually graduates. Thus, the number of students who enter APEX with the Balfanz factors and go on to earn a diploma is actually higher than publicly available data shows in the range of 6% to 9% higher percentage points than indicated by our official cohort graduation rates.

One of the primary innovations proposed by The Matrix is the ability to have a variety of graduation paths *under one roof*, based on where the student is and where they want to go. Given the extreme cuts in adult education programs and options programs, it is crucial for these vulnerable students to have access to effective and responsive graduation options that consider their severe circumstances.

Perhaps even more significant than the percentage of students at APEX who have graduated is the percentage of students who entered APEX with a 75% or greater probability of dropping out (according to the Balfanz criteria), yet went on to meet the UC/CSU A-G requirements and enroll in college. In 2015-16, for example, 33 of APEX’s 59 graduates (56%) started out at APEX with a 75% or higher probability of dropping out of school (the other 44% of the graduates did not meet this Balfanz threshold yet most still presented significant risk factors). Of those 33 graduates from 2015-16 who met the Balfanz’s risk criteria, 17 – more than half – not only graduated from high school but also completed all of the UC/CSU A-G requirements with a “C” grade or better. We also have significantly increased the number/percentage of students who enroll in post-secondary school after graduation over the past few years.

<b>APEX Cohort Graduation Rates – Summary Inclusive of Vulnerable Student Data</b>					
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-17</b>
Graduates who started out at APEX with <b>more than 75% probability of dropping out of school.</b>	49 out of 69 (71% of graduates)	58 out of 86 (67% of graduates)	45 out of 64 (70% of graduates)	33 out of 59 (56% of graduates)	67% 185/278
Graduates who started out at APEX with <b>more than 75% probability of dropping out of school and met all A-G with “C” or better.</b>		9 out of 58 (16%)	20 out of 45 (44%)	17 out 33 (52%)	Up trend year after year
Graduates who started out at APEX with <b>more than 75% probability of dropping out of school and met all A-G with “C” or better and are still enrolled in post-secondary school.</b> [A1]	13/27% out 49	27/47% out of 58	43/95% out of 45	29/90% out 33	Up trend year after year

Beyond Balfanz’s dropout criteria, we also see risk factors for dropping out based on students’ past school enrollment history and experience in the criminal justice system. Over the past nine years, an average of 60% of APEX students attended two or more high schools prior to enrolling at APEX (not by choice, but related to disciplinary issues) an issue extensively shown to be a great factor in students dropping out of school. (See, e.g., Robert Haveman, Barbara Wolfe, and James Spaulding, *“Childhood Events and Circumstances Influencing High School Completion,”* Demography 28 (1991): 133– 157; Russell W. Rumberger, *“Dropping Out of Middle School: A Multilevel Analysis of Students and Schools,”* American Educational Research Journal 32 (1995): 583– 625; Russell W. Rumberger and Katherine A. Larson, *“Student Mobility and the Increased Risk of High School Dropout,”* American Journal of Education 107 (1998): 1– 35; Christopher B. Swanson and Barbara Schneider, *“Students on the Move: Residential and Educational Mobility in America’s Schools,”* Sociology of Education 72 (1999): 54– 67; Jay D. Teachman, Kathleen Paasch, and Karen Carver, *“School Capital and Dropping Out of School.”* Journal of Marriage and the Family 58 (1996): 773– 783.) Additionally, on average, 20% of APEX students had/have a history of probation, parole and/or former incarceration.

<b>Students with history of school discipline, Parole, Probation and or Incarceration</b>					
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	
Graduates who attended <b>1 other</b> high school prior to enrolling at APEX	23 out of 69 (33%)	34 out of 86 (40%)	32 out of 64 (50%)	23 out of 60 (38%)	

Graduates who attended <b>2 or more</b> high schools prior to enrolling at APEX	13 out of 69 (19%)	19 out of 86 (22%)	16 out of 64 (25%)	10 out of 60 (17%)	
Graduates with history of Probation, Parole, and/or Incarceration	8 out of 69 (12%)	11 out of 86 (13%)	11 out of 64 (17%)	6 out of 60 (10%)	

Just in the last four years, APEX Academy has graduated 185 students who had entered our school with more than a 75% probability of dropping out of school, with over half of them continuing on to post-secondary education. A study conducted by Northeastern University (*“The Consequences Of Dropping Out Of High School”*) concluded that a single dropout will end up costing taxpayers an average of \$292,000 over a lifetime due to the price tag associated with welfare payments, food stamps, criminal justice, and medical care.

The Matrix Success Centers will be staffed by fully credentialed core subject teachers, a career/employment counselor, a guidance/college counselor, a psychiatric social worker providing on-site access to wrap-around services and other necessary supports to ensure vulnerable youth have a one-stop shop to meet all needs. While the Matrix will operate as an independent study non-classroom based alternative school for ADA purposes, students will have daily schedules defined in their PSP and have access to a fully staffed, resource-rich, compassionate one-stop shop solely dedicated to ensuring every student has a clear path to graduation and enrollment in college or trade program. Our Trauma-Informed approach to counseling and education is paramount to our work.

### **SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

The following presents Surrounding Schools information for each of the three proposed Target Locations.

#### **Target Location #1/Historic South Central Los Angeles:**

<b>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</b>														
<b>Address: Target Area #1: 90011</b>														
<b>LAUSD Schools</b>	<b># of Students [2016]</b>	<b>% Students Eligible for Free/Reduced Lunch</b>	<b>% of Special Ed. Students</b>	<b>% of English Learners</b>	<b>% Major Ethnicity H/LA</b>	<b>% Major Ethnicity AA</b>	<b>% Major Ethnicity White</b>	<b>2013 Growth API</b>	<b>Met Schoolwide Growth Target?</b>	<b>Met Subgroup Growth Targets?</b>	<b>2011-2013 API 3 Year Average</b>	<b>2013 API Statewide Rank</b>	<b>2013 API Similar Schools Rank</b>	<b>2013-2014 School Performance Framework Classification (SPF)</b>
Dr. Maya Angelou Community Senior High	1116	87%	11%	30%	90%	9%	0%	578	Yes	No	NA	1	1	
Manual Arts Senior High	1553	90%	13%	27%	80%	17%	2%	627	Yes	No	592	1	5	
Santee Education Complex	1808	92%	12%	27%	92%	6%	1%	636	Yes	No	599	1	4	
Thomas Jefferson Senior High	797	81%	15%	28%	89%	10%	0%	601	Yes	No	573	1	3	
<b>Continuation High Schools</b>														

Central Continuation High	400	75%	20%	24%	85%	10%	2%	400	No	No	422	NA	NA	
Frida Kahlo Continuation HS	150	92%	4%	19%	94%	5%	0%	643	Yes	Yes	627	NA	NA	
Metropolitan Continuation HS	165	91%	1%	19%	95%	4%	1%	659	No	Yes	682	NA	NA	
<b>Charter Schools</b>														
Alliance Dr. Olga Mohan	451	96%	6%	11%	97%	0%	2%	895	Yes	Yes	891	10	10	
Animo Jackie Robinson	612	98%	9%	18%	96%	3%	0%	753	No	No	763	5	10	
Animo Ralph Bunche	618	97%	7%	20%	99%	1%	0%	712	Yes	Yes	701	3	6	
Wallis Annenberg	482	97%	5%	18%	93%	6%	0%	737	No	No	743	4	7	

**Target Location #2/Pico-Union:**

<b>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</b>														
<b>Address: 90006</b>														
LAUSD Schools	# of Students [2016]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity H/LA	% Major Ethnicity AA	% Major Ethnicity Asian	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Contreras Learning Complex – Academic Leadership Community	472	92%	11%	32%	95%	1%	0%	658	Yes	No	655	2	3	
Contreras Learning Complex – Business and Tourism	461	92%	9%	18%	94%	1%	2%	678	Yes	No	660	2	4	
Contreras Learning Complex – Global Studies	382	93%	7%	26%	97%	1%	1%	650	No	No	651	1	2	
Contreras Learning Complex – Social Justice	511	91%	NA	24%	97%	1%	0%	NA	NA	NA	NA	NA	NA	
RFK Comm Schools –	593	86%	12%	29%	75%	3%	15%	648	No	No	634	1	1	

Ambassador Global Leadership (6-12)														
RFK Comm Schools – LA High School of the Arts (9-12)	430	87%	8%	21%	79%	3%	10%	705	No	No	696	3	5	
RFK Comm Schools – School for the Visual Arts & Humanities (9-12)	435	90%	8%	28%	84%	2%	10%	649	No	No	675	2	3	
RFK Comm Schools – UCLA Comm School (K-12)	998	88%	9%	44%	79%	2%	13%	680	No	No	680	2	2	
West Adams Prep	154 7	91%	14%	31%	91%	7%	1%	647	Yes	No	637	1	6	
Continuation/Alternative Schools														
Early College Academy – LA Trade Tech School	182	93%	NA	24%	91%	7%	0%	NA	NA	NA	NA	NA	NA	
Harold McAlister Opportunity	190	77%	4%	27%	85%	11%	0%	495	No	No	520	NA	NA	
Charter Schools														
Alliance Mohan HS	451	96%	6%	11%	97%	0%	0%	895	Yes	Yes	891	10	10	

\*LAUSD's SPF metric is no longer in use .  
Source: <http://dq.cde.ca.gov/dataquest>.

**Target Location #3/Sylmar-Pacoima:**

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: 91342														
LAUSD Schools	# of Students [2016]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity H/L	% Major Ethnicity AA	% Major Ethnicity White	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Cesar Chavez (Academy of Science)	477	83%	10%	11%	94%	2%	2%	691	Yes	No	NA	2	3	

Cesar Chavez (Social Justice)	509	88%	10%	10%	95%	2%	2%	708	NA	NA	NA	3	5	
Cesar Chavez (Teacher Preparation)	482	81%	15%	19%	94%	2%	2%	618	Yes	No	NA	1	2	
Cesar Chavez (Arts/Th/Ent)	496	84%	11%	9%	91%	6%	3%	619	No	No	NA	1	1	
Charter Schools														
Discovery Charter Prep School	259	88%	10%	22%	100%	0%	0%	713	Yes	No	733	2	3	
PUC Lakeview Charter	416	74%	14%	7%	93%	2%	1%	777	No	No	791	6	10	
PUC CALS Middle and Early College	571	85%	9%	8%	92%	1%	2%	841	Yes	No	830	9	10	
PUC Triumph Academy and HS	726	80%	14%	11%	97%	1%	1%	NA	NA	NA	NA	NA	NA	
Sylmar Biotech Health Academy	332	92%	NA	11%	90%	6%	2%	NA	NA	NA	NA	NA	NA	
Sylmar SH	1988	81%	12%	14%	94%	2%	3%	709	Yes	No	683	3	5	

*\*LAUSD's SPF metric is no longer in use.  
Source: <http://dq.cde.ca.gov/dataquest>.*

## **STUDENT POPULATION TO BE SERVED**

### **TARGET STUDENT POPULATION**

The Matrix plans to enroll approximately 600 students at capacity, served at at least three Success Centers located across LAUSD (150-200 students per success center). As detailed above, The Matrix will specifically seek to recruit and serve students who have already dropped out of high school, or those who present risk factors for dropping out. While demographics will vary at each location based on the demographics of the surrounding communities, we anticipate that overall, based on the enrollment of the surrounding schools, our enrollment will be on average: 5% African American, 90% Hispanic/Latino, 3% Other; 87% qualify for Free or Reduced Price Lunch; 23% English Learners (ELs) and 11% students with special needs. Homeless and foster youth will be a particular focus in our outreach efforts as our flexible independent study program with one-stop shop comprehensive supports is designed to meet their significant needs. Extended Success Center hours, a multi-track, year-round calendar, and a Personal Success Plan with a course load and individualized curriculum pacing will help students who are employed full or part-time, have child care responsibilities or other family/personal demands outside of school to meet their needs.

## ENROLLMENT ROLL-OUT PLAN

We know from experience at APEX that predicting exact enrollment on any given day, particularly per grade level, is virtually impossible with this population. We expect to see many more upper-grade level students (who arrive credit-deficient) than those who are just entering high school, thus our enrollment projections skew more heavily to 12<sup>th</sup> graders – in our experience, most of our enrollees will have been close to completing required credits before they dropped out. Our school year calendar intentionally begins in July to capture those students who have failed to graduate or who are dropping out/at risk of dropping out at the end of the traditional school year, yet we know we will continuously enroll new students throughout the year. We also want to be clear that while we are legally an Independent Study model school for purposes of flexibility for our students, we do NOT seek to maximize enrollment, but rather plan to operate functionally to meet the needs of severely vulnerable kids who need flexible, whole-child site-based school supports, with approximately 200 students per Matrix Success Center.

Enrollment Roll-Out Plan					
Grade	2018-2019 Historic South-Central LA, Pico-Union, Sylmar-Pacoima 1 Success Center	2019-2020 Historic South-Central LA, Pico-Union, Sylmar-Pacoima 2 Success Centers	2020-2021 All 3 Success Centers operating	2021-2022 All 3 Success Centers operating	2022-2023 All 3 Success Centers operating
9	10	20	30	30	30
10	15	30	45	45	45
11	50	100	125	145	150
12	125	250	350	350	375
<b>Total</b>	<b>200</b>	<b>400</b>	<b>550</b>	<b>570</b>	<b>600</b>

### 2017-18 Development and Planning Year

Lead petitioners will coordinate the development of curriculum for the innovative personalized learning platform (Diploma Plus). An extensive search for facilities will be further implemented and procured with the goal of opening our first success center timely in the Summer of 2018, within one of the targeted locations. A focus of planning for lead petitioners will be on student recruitment by building and extending existing partnerships (community organizations, Probation Department, area group homes, etc.) to recruit vulnerable and drop-out students. Development and training of instructional and counseling staff is expected to begin as early as January of 2018.

## GOALS AND PHILOSOPHY

### MISSION AND VISION

#### **Mission**

*In an environment where success develops for every student, Matrix will graduate drop out students and/or students on the verge of dropping out and serve any student, anytime, anywhere; graduating*

*students with a diploma that prepares them for the academic rigors of college and/or career, through the parallel experience of an individualized educational experience and the meeting of social-emotional well-being of each individual.*

#### **Vision**

*Our vision is to move students out of the cycle of poverty by meeting the individual learning and social/emotional needs of each student and equipping them with an academic and post-secondary plan designed uniquely for him or her; all within an environment where success develops, is fostered, and nurtured for every student*

### **AN EDUCATED PERSON IN THE 21ST CENTURY**

The Matrix will lead our students to become 21st century educated citizens prepared for both post-secondary educational plans and/or career and workforce plans. A Matrix graduate will be a person who:

- Understands standards-aligned core academic content at much higher levels than basic competency.
- Is college and career ready (graduates with A-G eligibility)
- Is adept at utilizing information technologies and communication technologies.
- Examines issues from multiple perspectives.
- Is respectful of his/herself, others, and the environment.
- Takes responsibility for his/her behavior and the effect of his/her actions towards others and the surrounding environment/community.
- Assesses and solves problems both independently and collaboratively.
- Reflects on his/her own work and the work of peers in a constructive manner.
- Understands the skills of democratic participation such as mediation and conflict resolution, leadership, consensus building, speaking and listening skills and collaboration.
- Communicates effectively in his/her ability to articulate written and spoken ideas clearly and confidently.
- Holds a sense of personal commitment to action and service.
- Is self-directed, self-knowledgeable, and a lifelong learner.
- Is resourceful and flexible to the changing demands of the job market.

### **HOW LEARNING BEST OCCURS**

The core of our instructional program is the focus on personalized, differentiated instruction that is self-directed with customized supports to meet each student's significant needs. Learning best occurs for vulnerable students in an environment where their success is nurtured and allowed to develop, their safety and social-emotional needs are met, and where an instructional system is competency-based and adapts to the needs of every student.

Students learn *how* to learn by giving them the training to take initiative for their own learning experiences and access higher level thinking skills. Varying modalities of auditory, visual, and kinesthetic learning help keep students engaged. Teachers are encouraged to enhance lessons with varied activities and hands-on projects that implement collaborative learning techniques and connect student learning

to the “real world.” As learning progresses, scaffolds are gradually removed so that students eventually are able to demonstrate comprehension independently.

We believe learning best occurs through:

- **Personalized Approach:** We believe that learning best occurs when students are expected to meet high standards for achievement and are supported in their learning with an individualized approach that rejects the notion that “one size fits all.” Each student at The Matrix will have a Personal Success Plan (PSP) formed in a collaboration between the student, his/her parents or guardians, and the faculty (each student’s Advisor will serve as the primary point of contact in establishing and reviewing the PSP). PSPs will include long-range goals including post-secondary school and career planning, as well as specific goals for each semester of school. The PSP will specify courses, curriculum to be used, curriculum pacing, and assessments that will be given to demonstrate mastery of the standards-aligned content for each course. The PSP will guide each student’s academic progress through independent study and site-based instruction and supports. Students will be offered challenging work that requires critical thinking and the ability to articulate one’s ideas. When students are struggling, teachers will not lower their expectations, but instead will find creative new ways to ensure students master the content, skills and attributes detailed in the PSP, including, as needed, working with colleagues to develop intervention plans for specific students. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more capable peers.” Learning at The Matrix will be scaffolded and differentiated in order to ensure all students achieve academic growth.
- **Small Learning Communities:** at a small school with small sizes, every student is known. Learning best occurs when a student is known by a group of committed educators. A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes self-reflection is essential to a true learning experience. As John Dewey wrote decades ago, “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.” (Dewey, *Experience and Education*, 1938.) With just 150-200 students at each Matrix Success Center, every student will be personally known by several caring, attentive adults.
- **Relevant, Meaningful Instruction:** we constantly work to ensure that our students understand the “real world” connection of their learning in the context of their own experience, and develop critical skills and motivation to succeed. We seek to engage students’ natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries. (Freire, *Pedagogy of the Oppressed*, 1970.) If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.” (Darling-Hammond, 2008.) Through the independent study program, students will have autonomy to self-select reading, writing and other learning (with guidance), and control the time and place where most of their learning occurs. The model inherently demands that students take responsibility for their own learning via self-reflection and self-assessment, though a system of comprehensive supports will ensure each student develops this autonomy in a meaningful and productive way.

- **Backward Planning:** our instruction starts first with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the California Common Core State Standards (CA CCSS), and going backwards to devise the lessons and assessments that will achieve and measure success. Teachers “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.” (Wiggins & McTighe, *Understanding by Design*, 1998.) Students know the criteria and can judge their own work.
- **Competency Based/Authentic Assessment:** The Matrix’s Diploma Plus competency-based learning model combined with clear expectations for every student, Common Core standards-aligned curriculum and a flexible Personal Success Plan create a foundation for success. Robert Marzano’s *Classroom Assessment and Grading That Work* (2006. pg.11, ASCD.) concludes that a performance-based formative classroom assessment is the most powerful tool in improving student academic achievement. Marzano delineates the importance of content standards and the need of 1) “unpacking” the benchmarks within the standards, 2) Identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically (Marzano, R. 2006 pg. 17-20). Additionally, learning best occurs when a school implements assessments that measure learning over time, inclusive of clear and specific classroom assessments, that encourage authentic learning (Marzano, R. 2006. Chapters 3, 4, 5). The Matrix will implement an Annual Developmental Portfolio (ADP) for all students that includes presentations on specific classroom work assessed through progressive rubrics.
- **Social/Emotional Development:** our vulnerable student population will arrive at The Matrix having encountered numerous challenges – even traumas – in their young lives. A fundamental core of our operations is an emphasis on students’ social/emotional needs and developing a sense of “belonging,” including an emphasis on compassionate communication as we help our students develop critical communication and character skills. Schools should “promote the growth of students as healthy, competent, moral people . . . [including] the discourse of responsibility, interdependent sociality, community, and commitment . . . the topics that arise in common human experience.” (Noddings, 2005.)
- **Developing and Supporting Teachers:** a comprehensive professional development program, meaningful teacher evaluations that incorporate numerous reflection points, and a distributive leadership structure are designed to ensure that each member of our faculty is continuously supported and mentored in continuously developing his/her teaching practice. Teachers meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. We ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn “best practices,” plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

Our ongoing commitment is to continue to refine our instructional program by adhering to already tested research methodology, and finding educational partners who share the same passion.

**ENABLING STUDENTS TO BE SELF-MOTIVATED, COMPETENT AND LIFE-LONG LEARNERS**

The Matrix aims to enable students to become self-motivated, competent, lifelong learners by establishing an environment where learning is engaging, supportive, and worthwhile. When students experience learning that is engaging, supportive, and connects to “real world” applications, they develop a love of learning that continues far beyond high school. Targeting student engagement, as we know the high level of vulnerability faced by the students we will serve and continuing the implementation of our competency-based instructional program will be central to developing life-long learners at the Matrix. In addition, by targeting parent involvement the Matrix expects to increase capacity to develop parent leaders and community leaders concurrently. Our commitment is producing and leading vulnerable youth to be competent and life-long learners.

**THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(II)**

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

**Alternative School Accountability Model (ASAM)**

In addition, given the targeted student population, Matrix will pursue designation under the Alternative Schools Accountability Model (ASAM). ASAM designation will allow Matrix for Success Academy to formally choose from a list of alternative accountability indicators that better measure student progress and growth, given the vulnerable student population targeted. Alternative indicators are necessary as traditional indicators, such as SBAC, may not capture the growth and progress of the most vulnerable student populations.

The following chart details the charter school’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

<b>LCFF STATE PRIORITIES</b>	
<b>GOAL #1</b>	
<b>CONDITIONS OF LEARNING</b>	Related State Priorities:
<b>All Matrix students will have access to a high quality education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.</b>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8
	<input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> :
	<input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

**Priority 1 (Basic Services)**

*Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.*

- *The Matrix will maintain a credential review log as part of teacher hiring process and support our teachers' credentialing needs.*
- *The Matrix will review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance.*

*Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.*

- *The Matrix will review alignment of instructional materials to standards and course offerings.*
- *The Matrix will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *The Matrix budget will be reviewed every year to ensure adequate budget for instructional materials is in place.*

*Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).*

- *The Matrix will do annual and monthly facility inspections to screen for safety hazards.*
- *Daily general cleaning by M & O staff will maintain Success Support Centers in good repair and adequate cleanliness.*

**Priority 2 (Implementation of State Standards)**

*Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.*

- *The Matrix will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs through the use of the Explicit Direct Instruction (EDI) model.*
- *The Matrix will provide PD to teachers examining CAASPP and NWEA MAP student achievement data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.*

**Priority 7 (Course Access)**

*Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

- *The Matrix will provide students with a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.*
- *The Matrix's Success Centers programming will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.*
- *The Matrix will provide opportunities for all students to create or demonstrate advanced academic performance in corresponding Diploma Plus competencies and rubrics.*
- *The Matrix will provide a 1:1 technology (Chromebook) to ensure access to web resources and curriculum tools.*

**Expected Annual Measurable Outcomes**

**Priority 1 Outcome 1:** All core area subject (English, Math, Science, History, For. Lang.) teachers will be credentialed in the subject areas they teach.

**Metric/Method for Measuring:** % of courses and Teachers at the Matrix appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

**Priority 1 Outcome 2:** All Matrix students will have access to standards-aligned instructional materials pursuant to Education Code Section 60119

**Metric/Method for Measuring:** % of Matrix students who will have sufficient access to standards-aligned instructional materials.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

**Priority 1 Outcome 3:** Matrix facilities will be maintained in good repair pursuant to Education Code section 17002(d).

**Metric/Method for Measuring:** % of rooms (all) in good repair; Matrix administration will work with facilities personnel to ensure facilities are maintained in good repair.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

**Priority 2 Outcome 1:** The Matrix will implement the Common Core State Standards as well as the performance standards and English language development standards adopted by the state board for all pupils, including English learners.

**Metric/Method for Measuring:** All instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

**Priority 7 Outcome 1:** All Matrix students will have access to all programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.

**Metric/Method for Measuring:** % of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES

### GOAL #2

#### PUPIL OUTCOMES

**Every Matrix student will have the right to a personalized and individualized education that will allow him/her to pursue academic excellence and be college/career ready.**

#### Related State Priorities:

- |                            |                                       |                                       |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7            |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6            |                                       |

#### Local Priorities:

- :
- :

### Specific Annual Actions to Achieve Goal

#### **Priority 4 (Pupil Achievement)**

*Priority 4 Outcome 1 – Performance on standardized test and score on API-AYP (or whatever comparable metric is developed)*

- *The Matrix will carefully examine CAASPP scaled scores and other newly developed state and federal accountability information and quarterly review progress towards targets with all instructional staff.*
- *The Matrix will analyze CAASPP and NWEA student achievement data, as well as course grades, and other state and internal assessment scores and quarterly review progress towards targets.*

*Priority 4 Outcome 2 - Share of pupils that are college and career ready (A-G)*

- *The Matrix will offer courses that meet UC/CSU admission requirements to all students.*
- *The Matrix counselors will offer ongoing 1-4-year success plans (PSP) (depending on level of credit deficiency upon enrollment) outlining the classes students will take during their high school enrollment.*
- *Success Seminar teachers will assist and conduct activities supporting student success plans as well as monitor course passing progress.*

*Priority 4 Outcome 3 – Share of English learners that become English proficient*

- *The Matrix will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.*
- *The Matrix will conduct periodic PD sessions to inform and update instructional staff on progress of EL subgroup, ELPAC training and reclassification awareness.*
- *The Matrix will conduct In-depth PD in unpacking Pauline Gibbons’ 7 Intellectual Practices for EL literacy along with the Diploma Plus ELD Competency rubrics*

*Priority 4 Outcome 4 - English learner reclassification rate*

- *The Matrix budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.*
- *The Matrix will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs*

#### **Priority 8 (Other Pupil Outcomes)**

*Priority 8 Outcome 1 - pupil outcomes in the subject areas described in Education Code section 51210*

- *The Matrix will provide CCSS-aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs through the use of the Explicit Direct Instruction (EDI) model.*
- *Counseling and instructional staff will review course passing data at progress report dates for EL students in order to proactively support students toward academic success in core English course.*

### Expected Annual Measurable Outcomes

**Priority 4 Outcome 1:** Matrix student significant subgroups will meet or exceed growth targets in English Language Arts/Literacy and Math on the CAASPP assessment system.

**Metric/Method for Measuring:** Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	TBD	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.

**Priority 4 Outcome 2:** Matrix graduates will take UC/CSU A-G approved core content courses and pass with a “C” or better, unless otherwise specified by IEP, an alternative curriculum, or Foster Youth status for graduation purposes.

**Metric/Method for Measuring:** % of Matrix graduates passing *Matrix assigned* UC/CSU A-G approved courses with “C” or better.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	55%	60%	65%	70%	75%	80%

**Priority 4 Outcome 3:** EL students will move toward English proficiency

**Metric/Method for Measuring:** EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC(Advanced/Early Adv.) assessments

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)						
English Learners	35% Based on APEX data	38%	41%	44%	47%	50%

**Priority 4 Outcome 4:** Matrix will appropriately reclassify English Learners.

**Metric/Method for Measuring:** EL reclassification target rates will be as follow:

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)						
English Learners	15%	18%	21%	24%	27%	30%

## LCFF STATE PRIORITIES

### GOAL # 3

#### ENGAGEMENT

***Every Matrix student and family will have the right to a school that embraces a safe and supportive learning environment that values diversity and provides an inclusive environment for all stakeholders.***

#### Related State Priorities:

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2            | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

#### Local Priorities:

- :  
:

### Specific Annual Actions to Achieve Goal

#### **Priority 3 (Parental Involvement)**

*Priority 3 Outcome 1 – Efforts to seek parent input in decision making.*

- *The Matrix will implement and promote “parent portal” component of SchoolPathways SIS system for real time attendance and grade checking for all families.*
- *The Matrix will create outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school’s vision and events such as school and job fairs, workshops, trainings, etc.*

*Priority 3 Outcome 2 – Promotion of parent participation in programs for unduplicated pupils and special need subgroups.*

- *The Matrix will implement an annual parent workshop series, inclusive of LCAP input workshops.*
- *The Matrix will provide specific workshops designed to inform and collect input from families within significant subgroups which include: English Learners, socioeconomically disadvantaged, and Hispanic/Latino students.*
- *The Matrix Parent/Community Advisory Council will be promoted, established and put in place to provide on-going parent input.*

#### **Priority 5 (Pupil Engagement)**

*Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism (\*As accounted for in a non-classroom based school)*

*\*A chronically absent student will improve their ‘attendance’ not through ‘seat-time’ as in a traditional setting, but rather through work completion and engagement in educational activity.*

- *The Matrix budget will be reviewed every year to ensure adequate budget for further support of foster, homeless, and youth coming out of the correctional system is in place for personalization of PEPs as needed.*
- *The Matrix will provide annual cultural/poverty relevant professional development to all instructional and counseling staff*
- *Matrix instructional and support staff will perform check-in for engagement in educational activity as prescribed in Master agreement and assignment and work forms.*
- *Matrix instructional and support staff will track work completion through daily monitoring of the Diploma Plus Learning Platform*

*Priority 5 Outcome 2 – High school dropout rates*

- *The Matrix will analyze every grading period of high school program to ensure appropriate academic support is provided to students (tutoring and additional interventions).*

*Priority 5 Outcome 3 – High school graduation rates*

- *The Matrix will monitor and analyze course passing rates and credit counts for every student every semester.*
- *The Matrix will alter and adjust success center programming as needed to accommodate during-the-school-year intervention in order to allow students to catch up.*

- The Matrix budget will be reviewed every year to ensure adequate budget for counseling is in place to maintain low 150:1 ratio.

**Priority 6 (School Climate)**

**Priority 6 Outcome 1 – pupil suspension rates**

- The Matrix will monthly assess discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion
- The Matrix will, through our Success Seminar, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**Priority 6 Outcome 2 – pupil expulsion rates**

- The Matrix will monthly assess discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion.
- The Matrix will, through our Success Seminar, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness**

- The Matrix will developed “pre” and “post” surveys for all stakeholders both online and offline platforms.
- The Matrix will increase outreach activities for students and parents to become more involved and access resources within Success Support Centers.

**Expected Annual Measurable Outcomes**

**Priority 3 Outcome 1:** The Matrix will promote monthly parent community participation in workshops throughout the school year.

**Metric/Method for Measuring:** # of parents attending workshops monthly

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	20-30	30-40	40-50	50-60	60-70

**Priority 3 Outcome 2:** The Matrix Parent Advisory Council will be promoted, and supported to be fully operational and self-sustaining

**Metric/Method for Measuring:** analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

**Priority 5 Outcome 1:** The Matrix will maintain a strong attendance rate

**Metric/Method for Measuring:** ADA/Enrollment at P2 reporting date

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	75%	80%	85%	87%	90%

**Priority 5 Outcome 2:** The Matrix will maintain a lower high school cohort dropout rate than District Resident school averages.

**Metric/Method for Measuring:** % of cohort drop-outs

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	TBD	At least 1% lower	At least 2% lower	At least 3% lower	At least 4% lower	At least 5% lower
<b>Priority 5 Outcome 3:</b> The Matrix will maintain a higher cohort graduation rate than District Resident school averages.						
<b>Metric/Method for Measuring:</b> % of cohort graduates.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	At least 3% higher	At least 3% higher	At least 5% higher	At least 5% higher	At least 5% higher
<b>Priority 6 Outcome 1:</b> The Matrix will maintain a low suspension rate that is the same or lower than District Resident school averages.						
<b>Metric/Method for Measuring:</b> % of student suspensions						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	< 3%	< 3%	< 3%	< 3%	< 3%
<b>Priority 6 Outcome 2:</b> The Matrix will maintain a low expulsion rate that is the same or lower than District Resident school averages.						
<b>Metric/Method for Measuring:</b> % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	< 1%	< 1%	< 1%	< 1%	< 1%
<b>Priority 6 Outcome 3:</b> The Matrix will develop a “pre” and “post” parent school experience survey, and increase participation						
<b>Metric/Method for Measuring:</b> % of parent participation completion of school climate survey						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	35%	45%	50%	55%	60%

## **INSTRUCTIONAL DESIGN**

The Matrix will offer a unique model for learning that blends extensively supported Diploma Plus competency-based self-directed learning with supplemental and comprehensive resources for student support, including site-based classes, labs, workshops, tutoring, counseling, psycho-social support, and other services. This model has been a proven solution with helping vulnerable youth (*When Success is the Only Option: Designing Competency-Based Pathways for Next Generation Learning*, By Chris Sturgis - <http://net.educause.edu/ir/library/pdf/csd6174.pdf>). In her her works, Chris Sturgis breaks down best practices and current progress in the development of effective competency-based educational systems. At the Matrix students will have the option to work independently and online on their courses each day with parental oversight or on-site at the Success Centers, attend on-campus classes and/or concurrently

enroll in local community college courses. Each day's work assignments are standards-aligned and based on published texts and curriculum, with clear learning objectives in our Competency-Based model (more on the curriculum is included in the next section below).

The core elements of our instructional design are detailed here:

1. Master Agreement/Independent Study Compliance
2. Personal Success Plan/Path to Graduation
3. Diploma Plus Competency-Based Learning
4. Site-Based Academic Support
5. Comprehensive Whole-Child, Trauma-informed Approach

#### **MASTER AGREEMENT/INDEPENDENT STUDY COMPLIANCE**

At The Matrix, students will have widely varying schedules and courses, personalized to meet their individual needs. As an Independent Study school, seat-time gives way to greater flexibility for students to meet demands on their time outside of school, including jobs, caring for their own children or siblings, helping their families and more. Each student's Education Team (the student, parent/guardian, Success Seminar Teacher and, as appropriate, the Guidance Counselor, Career/Employment Counselor, Psychiatric Social Worker and/or SpEd Teacher) will design the student's Master Agreement (MA) as well as a Personal Success Plan (PSP) that adapts to the students' needs to ensure his/her success in meeting both short and long term academic and personal goals.

While students are welcome at the Success Centers five days per week during our extended hours, they will only be required to be come in for labs, workshops, and check-ins with teachers and counselors as detailed in their personalized schedules for each week. All students will have continuous contact with each of their teachers and counselors (one-on-one, in class or lab, by e-mail, phone, conference, and/or online) as specified in the PazLo Education Foundation's Board Policy and in accordance with California Ed. Code § 51749.5(a)(7) (A) "Certificated employees and each pupil shall communicate in person, by telephone, or by any other live visual or audio connection no less than twice per calendar month to assess whether each pupil is making satisfactory educational progress." Teachers will provide needed instruction, adequately judge student progress, and make appropriate modifications. The frequency of student-teacher meetings may be increased as needed throughout each term, based on individual student needs. Pursuant to UC/CSU policies on independent study for A-G required courses, students pursuing a traditional diploma track meeting A-G requirements will be required to spend at least one hour per week per course engaged in interactive instruction and/or academic tutoring/advising, either on site or online, which will be detailed in their schedules and *Master Agreements*. In addition, the *assignment and work record* forms for each core A-G course will include the required one-hour instruction session as documented within our SchoolPathways SIS system and the Diploma Plus learning platform. The supervising teacher along with the Guidance/college counselor will be responsible for ensuring that A-G compliance is adhered to.

As required by California law, the Master Agreement for each student will include the following:

- General student data including the name, address, grade level, school of enrollment, and program placement. *EC 51748, 51747.3(b), and 46300.1*
- The beginning and end dates of the agreement *EC 51747(c)(5)*
- The duration of agreement (not more than one semester or half year) *EC 51747(c)(5)*

- List of subjects/courses in which the student is enrolled and number of course credits to be earned or other statement of credit for short-term agreements *EC 51747(c)(6)*; 5 *CCR 11703(b)(2)*
- The learning objectives for the course(s) and assignments attempted under the agreement *EC 51747(c)(2)* and *51745(a)(3)*; 5 *CCR 11700(e)(f)* and *11702(b)*
- The methods of study, including the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives *EC 51747(c)(2)*; 5 *CCR 11704(c)*
- The methods of evaluation that will be used to determine if the student met the learning objective(s) *EC 51747(c)(2)*; ISOM Chapter 7 p. 6, Chapter 8 p. 10, and Chapter 11 pp. 7–8
- The specific resources, including instructional materials and personnel, which will be made available to the student *EC 51746* and *51747(c)(3)*; 5 *CCR 11700(i)* and *11701.5*
- The maximum length of time between the date of the assignment and when it is due, by grade level and type of program (pursuant to Board Policy) *EC 51747(a)*
- The number of missed assignments that will lead to an evaluation to determine if independent study is appropriate for the student *EC 51747(b)* and *51747(c)(4)*
- Statement that independent study is a voluntary option *EC 51747(c)(7)*; 5 *CCR 11700(d)(2)(A)*
- Statement that instruction may be provided for an *EC 48915* (expulsion) or *48917* (suspended expulsion) student through independent study **only if** the student has the continuous choice of classroom instruction *EC 51747(c)(7)*; 5 *CCR 11700(d)(2)(B)*
- Reporting/returning assignments to teacher(s) *EC 51747(c)(1)*
- Time(s) for meetings/reporting
- Frequency of meetings (can be a combination of online, face-to-face, or lab)
- Location (may be a combination of labs, classrooms, face-to-face, and/or online)
- Dated signatures for student, parent/guardian/caregiver, teacher, and other assisting person(s). *EC 51747(c)(4)*

<http://www.cde.ca.gov/sp/eo/is/quickguideistudy.asp>

Upon approval by the parents/guardians, an IS Master Agreement is completed and signed by the student, parent/guardian, Success Seminar Teacher, all Highly Qualified Teachers assigned by courses, and the Guidance Counselor. An 18 or older student may register and sign their own Master Agreements. The Guidance Counselor oversees scheduling and compliance reporting for all Master Agreements.

At least once every two weeks (and in most cases weekly, or multiple times per week), each student will meet one-on-one with his/her Success Seminar Teacher (more details on the Success Seminars below), who will function as the student's Advisor and primary monitor of his/her progress in meeting the terms of the Master Agreement. Student progress in each course, including assignment completion and grading, will be done by each certified subject-area teacher, though overall monitoring and coordination will be done by the assigned Success Seminar Teacher (supervising teacher) during the scheduled weekly check-ins. During this mandatory meeting, students will review assignments and assessments completed (online and onsite), pacing and completion of objectives detailed in their MA.

All IS classes are taught by credentialed teachers. The entire program is facilitated through the Diploma Plus platform, dp.net, including online instruction, assessments, and communication tools. The Diploma Plus competency-based program allows for flexible and individualized pacing, as determined by each course instructor. Students are expected to meet with teachers according to their defined schedules, which will be updated and refined as needed. One student may need to meet one-on-one with her

math teacher only once every two weeks yet need three times weekly time with her ELA teacher, while another may initially be assigned once a week check-ins with his math teacher but then need more frequent check-ins as he encounters challenges in specific skills strands. In between site-based workshops and tutoring times, labs, and one-on-one check-ins, students communicate with teachers and staff via email and the dp.net system.

Student progress is measured by a variety of assessments, both formal and informal, including tests, quizzes and essays, along with discussion of school work and assignments with teachers. Many of these assessments are administered online via dp.net, while others are graded and reviewed by teachers. Once completed, homework and tests are immediately graded and returned to the student. Teachers then discuss grades and progress during scheduled check-in times. If there is limited or no progress, teachers will arrange a meeting with the student and parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success.

The Matrix will comply with all Independent Study requirements of the California Department of Education to assign attendance credit, using the time value method of attendance accounting outlined in Cal Ed. Code Section 51747.5(b). If a student misses two consecutive meetings with their Success Seminar Teacher, or misses two assignments in any one class, the Guidance Counselor will schedule a meeting with the student, his/her parent/guardian, Success Seminar Teacher and any other appropriate teachers (i.e. of the class in which assignments were missed) to discuss the student's compliance with the requirements of the IS program. Students will have 20 days to submit work from the time it is assigned (Master Agreement). Appropriate interventions may be arranged such as tutoring (led onsite by the teachers and Instructional Aide, or via tutor.com, a service of Los Angeles Public Library), attendance in study skills workshops, or other supports. If the student continues to miss assignments or meetings, the Guidance Counselor will discuss whether the student's diploma goals need to be modified and whether the student is able to meet the requirements of the IS program. Every Matrix student will be signed up with the Los Angeles Public Library, which will allow us access to personalized tutor.com tutoring sessions based on the student's course programming. Students who choose to transfer to another school will be processed like any site-based transfer student. Paperwork is completed by the Matrix' administrators which includes the school the student plans to attend, the reason why the student is leaving as required by CALPADS, and a signature by the parent (or the student if student was an adult when first enrolled). The student is expected to return all textbooks and school materials, and an official transcript is issued.

### ***Independent Study Assurances***

The Matrix shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that the Matrix shall operate pursuant to an adopted independent study Board policy (modeled after the IS policy already in place for APEX); each student will have a Master Agreement (also modeled after APEX's existing IS Master Agreement); and the Matrix must file for a funding determination as a condition of funding. The Charter School shall maintain written contemporaneous records that document all student attendance, including a daily credit register and daily engagement log for each student. An annual, independent audit of student records is conducted by a state-approved certified public accountant; annual independent audit needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection. Records are kept for a minimum of three years. Pursuant to EC 51747(b), "A written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years

from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.”

#### **Attendance Accounting and ADA Ratios**

- a. Charter schools must use the time value method of attendance accounting. *EC* Section 51747.5(b)
- b. Charter schools must keep a daily or hourly attendance credit register, as appropriate to the program in which the pupils or adult education students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of pupil or adult education student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons. 5 *CCR* 11703(b)(4)
- c. *EC* Section 47612.5(a)(2) states that charter schools must “Maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection.” A “daily engagement log” (tracking each student’s daily engagement in educational activities for each day school is in session) is required by 5 *CCR* 11960.

The ratio of average daily attendance (ADA) for independent study pupils to full-time equivalent (FTE) certificated employees responsible for independent study is not to exceed the equivalent ratio of ADA to FTE certificated employees for all other (non-independent study) educational programs (referred to as the comparative ratio). For charter schools, that is the prior year ratio for all other non-independent study, educational programs of the largest unified school district in the county or counties in which they operate, or a fixed ratio of 25 to 1 pursuant to *EC* Section 51745.6(d) and California Code of Regulations, Title V, Section 11704.

#### **PERSONAL SUCCESS PLAN/PATH TO GRADUATION**

In addition to the Master Independent Study Agreement for each term, which focuses on compliance and short-term goals for the semester, each student will have a Personal Success Plan (PSP) that includes more long-range planning and goal-setting, including steps needed to graduate and post-secondary education and/or career plans. Upon enrollment, the student’s Educational Team will establish the PSP at the same time the Master Agreement is formed. Goal setting will be based on the student’s credits earned, previous school records, initial benchmark assessments administered by The Matrix staff, past successes and challenges, and future long and short-term goals. Each student’s Educational Team will meet again at end of every term to review and update the PSP (or more frequently as a change in circumstances arises or student needs warrant). The PSP provides a powerful tool for students to visualize a goal for their future and track their own progress towards that goal.

The Matrix intends to offer all possible paths for every student to graduate based on their individual circumstances. While the gold standard has been getting to the traditional 210-230 credits, many of the non-grads who are 18 or will be 18 within a year can attain a diploma by qualifying for the Adult Diploma requirement of 170 credits. In addition, many of the students we serve may be in foster care or homeless (AB 216), which will make them eligible for the 130 credits state diploma requirements. Our goal is to fully inform and educate every students of all options available for high school completion, and make sure every student understands that there is always light at the end of their education tunnel. By offering all of the various options to students under one roof, rather than necessitating a transfer to an adult school or other program, we can best support students who have made that crucial first step in

enrolling in the Matrix (many after already dropping out), as we simultaneously provide psycho-social, goal-setting, life skills and other wrap around supports.

	Full A-G HS Diploma Path	18+ HS Diploma Path	Vulnerable Student Path - Foster Youth (AB216), Homeless Youth, Teen Parents, Working Teens, Alt. Curr. students & CA HS Diploma Path	HS Equivalency Plus 50 Credits HS Diploma Path
<b>Examples of Qualifying Students Based on real APEX Graduates during last 9 years</b>	17 year-old student teen mom who dropped out, has 10 <sup>th</sup> grade credits meeting A-G requirements thus far and has a goal to go to a 4-year college but needs flexibility to care for baby	18 year-old student with 10 <sup>th</sup> grade credits who is interested in just completing HS for employment/military purposes	16 year old foster youth whose education has been severely disrupted by being in the foster care system and incarceration events, minimal high school credits, desire to complete diploma for employment/military purposes	18 year old student who has experienced homelessness and needs to work to help support his family; desire to earn diploma and work full-time in a higher paying job
<b>The Matrix Multiple Pathways toward a High School Diploma</b>	English – 40 Credits Math – 30 Credits Social Sci – 30 Credits Sciences - 20 Credits Foreign Lang. – 20 Credits Visual/Perf Arts – 10 Credits Electives – 60 Credits	English – 40 Credits Math – 20 Credits Social Sci – 30 Credits Sciences 20 Credits Personal/Career Dev – 20 Credits Arts/Foreign Lang. – 20 Credits Gen. Electives – 20 Credits	English – 30 Credits Math – 20 Credits Social Sci – 30 Credits Sciences 20 Credits Vis Arts/For. Lang. – 10 Credits	English – 10 Credits Math – 10 Credits Social Sci – 15 Credits Personal/Career Dev – 15 Credits  Preparation for equivalency exams will be provided.  California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate.
<b>Total Credits</b>	210	170	130	50
<b>Required Exam</b>	None	None	None	HiSET TASC GED 2014

For the last nine years, APEX Academy has collaborated with adult schools, occupational centers, community colleges, and other educational organization and successfully coordinated the graduation of students through the various options available when students have needed a non-traditional path to a diploma. The Matrix will offer all of these available options under “one roof.” The primary goal of high school diploma attainment is paramount for setting the student up for financial aid eligibility (FAFSA) for college and the ability to pursue post-secondary trade/college options. The “one-size fits all” approach to graduation is in part a barrier for many of the students who have dropped out of school; it is our goal to work with every individual student in counseling and figuring out what path toward graduation will best meet the needs of the student and allow for long-term success and growth.

Each student’s PSP will detail their desired graduation path and track the completion of credits and other requirements to achieve that goal. In some cases, a student’s initial goals will change during their time at The Matrix – some will be inspired to pursue more ambitious goals, while others will have to

adjust their plans based on life circumstances. The PSP is a fluid, continuously evolving plan based on each student's needs.

### **COMPETENCY-BASED MODEL OF INSTRUCTION – DIPLOMA PLUS (DP)**

The Matrix will implement the Diploma Plus Competency-based model of instruction, which provide a comprehensive online learning platform for curriculum, assignments and some assessments. This model of instruction and curriculum implementation has been the foundation of instruction at APEX Academy, and has helped us re-engage thousands of students back into academics over the last nine years. The model includes a competency-based personalized learning platform known as *dp.net*. This platform includes personalized assignments and “play lists” for students to complete, whether at their own homes or success center-based with Matrix staff support. Students thus have 24/7 access to their curriculum and assignments. They receive feedback in real-time for submitted work, both through automatically graded online assessments and through teacher feedback from Matrix faculty. Students proceed at their own pace through assignments, accelerating or slowing down as needed to master the content and the DP competencies. The Matrix will provide Chromebooks to all students to ensure they have 24/7 access to DP.net and all curriculum and asesments. Additional textbooks (online and text-based) will be provided as needed for specific courses, along with access to myriad online resources such as Khan Academy and Tutor.com (in partnership with LAPL). The online platform at the Matrix will be supplemented by site-based instruction, coaching, tutoring and more as detailed in each student's PSP.

Diploma Plus uses a Competency-Based and CCSS/NGSS standards-aligned approach to shape curriculum, instruction, and assessment. DP Competencies highlight what is most essential in a discipline; these competencies are designed to help facilitate rigorous and relevant understanding within content areas. DP Competencies support students in mastering the CCSS/NGSS standards and provide a framework for teachers to authentically and flexibly assess mastery in all student work in a classroom and non-classroom based structure. A set of DP Competencies has been identified for the content areas of English Language Arts (ELA), Mathematics, Social Studies/History, Science, Health and Fitness, Foreign Language, Language Acquisition (ELD), and Visual and Performing Arts; and for the 21st Century fields of Technology, Career and Technical Education, and Personal Skills. Competencies emphasize the critical thinking skills that students need to use and master as they develop knowledge in different areas.

For example, whether students are learning biology, chemistry or earth science, students are employing the DP Competencies of Scientific Investigation, Scientific Tools, Scientific Systems, etc. to “get at” the standards-aligned content. Students continue to develop their skills and knowledge using these same competencies throughout their years in school. As students progress through school, they encounter increasingly sophisticated content yet interact with this content using the same familiar and meaningful competencies. The DP Competencies enable the learning process to become creative and engaging in the content as scientists, mathematicians, and historians would. When learning happens within a meaningful and applicable context, rather than in a vacuum of dates, formulas, and facts, the student can see value in academic work and become invested in the outcomes.

Clear skills and DP competencies are developed from CA content standards as prescribed by Marzano's research and methods ([\*Marzano, R. 2006. Chapter 2\*](#)) has allowed students to know what is expected of them in the all content areas. The skills and competencies are targeted, individualized and developed for

our students with intervention and enrichment plans built in for students with those needs. Below are samples of the DP English Language Arts Competencies that will be used in the development of classroom authentic assessments at the Matrix:

**E01. Develop Meaning:** Apply a wide range of strategies to comprehend, summarize, interpret, evaluate, and appreciate texts.

**E02. Bias/Author Voice:** Recognize that readers and writers are influenced by individual, social, cultural, political and historical contexts.

**E03. Reaction to Text:** Explore responses to literature to build understanding of self, society, and the world.

**E04. Language Analysis:** Identify an author's use of language and literary devices appropriate to purpose, audience and task.

**E05. Genre Analysis:** Identify an author's use of genre appropriate to audience and task.

**E06. Writing Process:** Employ a wide range of writing strategies and processes to generate and edit written and oral communication.

**E07. Idea Development:** Discuss, support, and elaborate on ideas using specific and relevant evidence.

**E08. Organization:** Communicate using direction, shape, and coherence.

**E09. Language Choice:** Use style and language appropriate to purpose, audience and task.

**E10. Conventions:** Apply knowledge of language structure and conventions (grammar, spelling and punctuation).

**E11. Oral Communication:** Communicate with others in formal and informal presentations and discussions.

**E12. Research Skills:** Locate, evaluate, and cite information to support a research question.

The DP **Assessment Rubrics** are used to support the acquisition of proficiency in the CA content standards, CCSS and DP academic and personal Competencies. DP's rubrics, curriculum and instruction models are used to develop authentic assessments that are competency-based and standards-aligned, relevant and meaningful. DP rubrics are used to provide concrete feedback and a clear expectation of what and how a student will score when they are assessed. After students receive feedback for either improvement and/or enrichment based on the rubric they re-submit their work and the process is repeated until the goal has been achieved.

Traditionally, students receive one grade for each assignment, project or subject area. Within Diploma Plus, products and performances are created to demonstrate knowledge of the content standards and rubrics for the competencies. Through the ongoing assessment of the competencies, students receive detailed feedback concerning strengths and areas in need of improvement. Rather than an A or a 95% on a thematic essay, the student is assessed on a number of English Language Arts competencies that were addressed in the essay, such as: Comprehension, Language Analysis, Idea Development, Organization, etc. This breakdown of the processes and skills involved in writing the paper allows the teacher and students to know exactly where improvement has been gained and where it is needed.

The traditional classroom scale of assessment based on points, percentages, and/or letters does not provide feedback and therefore cannot explicitly measure growth in learning. In chapter three of *Marzano's Classroom Assessment and Grading that Work (2006. pg. 29)*, the author questions the traditional point system and calls on practitioners to embrace assessment that "measures growth in learning that is explicit, clear, and relevant". The Matrix will integrate a set of assessment rubrics that provide clear and explicit expectations and feedback for their performance.

The framework for the rubrics is based on a revised version of Bloom’s Taxonomy (Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. New York: Longman). In the 1950’s, Benjamin Bloom created *The Taxonomy of Educational Objectives* (2<sup>nd</sup> Ed. 1984. Boston: Addison Wesley Publishing) as a means of expressing qualitatively different kinds of thinking. As shown in the table below, the revised Bloom’s Taxonomy identifies and classifies different levels of thinking about a concept or skill from “Remembering” through “Creating and Evaluating”. The rubrics for the skills, dimensions and competencies are based on these different stages. For example, the rubrics describe a student that demonstrates a “proficient” level of work as showing an ability to analyze, compare and defend while using the targeted Competency, while a student at the Advanced level is able to create, hypothesize, or synthesize while using the same Competency. The Diploma Plus assessment rubrics allow all students to land on the rubric then begin the process of advancing their critical thinking and moving up the rubric. With the expectations clearly spelled out, students will be better able to plan and complete the work that is required to achieve mastery.

*A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman).

Competencies	Absence of Evidence	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced (Create/Evaluate) 5
		Choose Define Describe Identify Label List Locate Memorize Recognize Select	Classify Confirm Differentiate Discuss Explain Give example Infer Interpret Match Predict Prepare Show Summarize	Assumptions Categorize Compare Demonstrate Dramatize Examine Investigate Order Relate Solve Survey Use	Appraise Compare Consider Debate Defend Inspect Judge Question Recommend Weigh Evidence	Assess Generalize Combine Compose Construct Create Critique Design Develop Formulate Hypothesize Originate Synthesize

To further bring the demonstration of student learning and growth, the Matrix will implement the **Annual Developmental Portfolio (ADP) system**. In chapter 5 of *Marzano’s Classroom Assessment and Grading that Work* (2006), Marzano states “that assessment that encourages students to improve is the most challenging to implement.” Another researcher whose work we have adapted and incorporated into our ADP system is Linda Darling-Hammond. She proposes “meaningful performances”, “demonstrating their learning in exhibitions and portfolios” (*Linda Darling-Hammond, 1997. The Right to Learn, pgs. 59-115 San Francisco: Jossey-Bass*). We believe Robert Marzano’s and Linda Darling-Hammond’s work on authentic classrooms and school assessments and portfolio research provide solid ground as we continue to sharpen our Annual Developmental Portfolio System.

Our ADP implementation will be school wide and conducted annually. The Matrix has and will develop partnerships with outside professionals, community members, and civic leaders to come in and form panels that review each student’s 10 to 15 minute year-end-portfolio-defense using the DP portfolio rubric. This is according to Marzano, “One of the most powerful and straightforward ways a school can provide feedback that encourages learning is to have students keep track of their own progress...” and presenting it (*Marzano, 2006. pg. 89*).

Matrix instruction will always strive to ensure:

- 1) Each student is held to high standards and has access to rigorous curricula and quality instruction that is intellectually challenging.
- 2) All students have access to the core curriculum that is aligned with the UC/CSU A-G requirements.
- 3) All students have access to qualified certificated personnel.
- 4) Instructional resources support CA CCSS, NGSS and are culturally, linguistically and developmentally appropriate for every student.
- 5) Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their learning.
- 6) Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.
- 7) Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.
- 8) Educators understand and apply strategies for closing the opportunity and achievement gaps.
- 9) All students have access to learning paths that support post-secondary options of looking at colleges and careers.

<b>Diploma Plus Competency-Based Instructional Model</b>			
<b>Curriculum/Assessment</b>	<b>Learning System</b>	<b>Instruction / Teacher</b>	<b>Additional Supports and Materials</b>
Competency-Based and CCSS/NGSS aligned curriculum assessments	DP.net – Personalized Competency-Based Learning Platform	Targeted Instruction and support	
-Extensive curriculum library assessing every competency and aligned CCSS/NGSS -Multiple competency and CCSS/NGSS assessment rubrics covering every high school course available within all content areas.	-24/7 access to all curriculum and competency/CCSS/NGSS assessments for all courses assigned. -Feedback in real-time for all submitted student work. -Clear and available assessments rubrics for all assessments. -Ability to move at own pace.	-Teachers deliver individual and group workshops and labs throughout the week during both AM and PM sessions during which students may be assigned. -Teachers provide feedback and support through DP.net platform -One-on-one tutoring check-ins with all assigned teachers.	-1:1 Chromebook initiative for 24/7 access to DP.net and all curriculum and assessments. -Tutor.com in partnership with LAPL -Targeted NWEA aligned Khan Academy curriculum and lessons -Approved textbooks/ebook for core-content courses -one-on-one tutoring with instructional aides at Success Centers

### **SITE-BASED CLASSES, LABS AND WORKSHOPS**

In addition to self-directed learning (DP.net and text/curriculum based) with Daily and Weekly success center one-on-one check-ins with teachers and counselors, students will have the opportunity for a variety of success center-based learning opportunities. First and foremost, each Matrix Success Center will include committed and compassionate credentialed teachers in all core subject content areas (English, Math, Social Sciences, Sciences) at each site. Teachers will be trained and understand the mission of educating previously disconnected youth and youth who have limited or non-existing academic success. Matrix teachers will integrate competency-based education as a systematic strategy to creating accessible and equitable education conditions, and outcomes that enable under-served youth to complete high school college- and career-ready. The traditional independent study model of a single teacher managing multiple course packets for scores of students limits academic rigor and frustrates often already academically low-skilled students. At the Matrix, students will check-in with all

of their teachers according to a proscribed schedule based on their individual needs – in some cases, students may receive daily one-on-one support from a teacher in one or more subjects, while in other cases the student and teachers may communicate primarily through dp.net with in-person check-ins scheduled once every two weeks.

Science labs, workshops focused on competency development in each subject, support during independent learning completed on-site (i.e., with the teacher roving to different students and addressing their questions individually as they complete assigned work) and tutoring with teachers and trained volunteers provided by our partner agencies all will support students' academic success. A student's PSP may require them to be on-site several hours each week – more like a “traditional” school – to receive the support they need, while other students will work more independently off campus with frequent assigned check-ins with all of their teachers (online and in person).

### **Success Seminar Course**

A major component of the Matrix's instructional program is Success Seminar, akin to an Advisory class, where each student is assigned a dedicated adult that will stay with their Success Seminar during the course of their enrollment at the Matrix. The purpose of Success Seminar is two-fold: (1) ensure students have an additional dedicated adult aware of the overall academic and personal growth of every student; and (2) teach students practical “life skills” and personal competencies critical for success in the “adult” world. Success Seminars will involve one-on-one check-ins, small group collaboration and whole class direct instruction. At The Matrix, students are enrolled every semester throughout their school career with a goal of giving every student consistent contact with a caring adult, while receiving targeted academic help, and planning help for academic success in school. For example, 11<sup>th</sup> graders who may be preparing for the SAT will receive targeted test prep instruction and assistance. Seniors applying to college will have intensive support in the application process. Students seeking jobs will receive specific instruction on common place workplace behaviors and expectations. All students will learn basic life skills like banking. Students also receive psycho-social support from their Success Seminar teacher and peers, including crucial support during times of family and personal crisis. Along with the counselors and social worker, Success Seminar Teachers are another advocate for student overall academic and personal growth. Each student's schedule will assign in-person attendance at Success Seminars, for some, several times each week, while for others less frequently based on needs.

According to Jeannie Oakes having access to “care” and building a “caring school community” involves putting structures in place that promote care and personalization (*Jeannie Oakes and Martin Lipton, 1999. Teaching to Change the World, NY: McGraw-Hill Publishers. pgs.342-344.* Jeannie Oakes is known as the most prominent researcher on the issue of “tracking”, her work on *Teaching to Change the World (1999)* and *Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation (2008)* has laid down the framework for the development of our success seminar course.

“Research suggests that sustained relationships with adult advisors maximizes college, career, and life counseling in a way that empowers students and parents to make education and career choices at a developmental pace that is appropriate for each student” (*Jeannie Oakes and Marisa Saunders, 2008. Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation, pg. 191 Cambridge, MA: Harvard Education Press.* The goal in Success Seminar is to allow every student to have consistent contact with a caring adult, while receiving targeted academic help, and planning help and/or enrichment for academic success in school. In addition, Success Seminar provides the instructional and planning space for every student to develop life, communication, and planning skills; as well as monitor portfolio presentation development.

We believe the Success Seminar structure has been a driving force in the academic gains realized by our students in recent years. Below is a sample of some of the competencies applicable to our Success Seminar:

**P01. Self-management:** Take responsibility for changing personal behaviors or acquiring skills that lead to both social and academic success.

**P02. Planning and Responsibility:** Demonstrate ability to create and execute effective plan and take responsibility for outcomes.

**P03. Problem Solving and Decision Making:** Demonstrate problem solving and decision making techniques.

**P04. Integrity:** Act on convictions and stand up for beliefs.

**P05. Reflection and Evaluation:** Assess current knowledge, progress, and effectiveness of process and actions.

**P06. Cooperation:** Interact with others in ways that are responsive, effective, and demonstrate respect for others' ideas, opinions, and contributions.

**P07. Conflict Resolution and Negotiation:** Apply conflict resolution and negotiation strategies.

**P08. Cultural Competence:** Demonstrate a global perspective that includes appreciation for the wide range of cultural perspectives and embrace for both commonalities and differences.

### **Community College Dual Enrollment**

Matrix leadership has for the last decade hosted on-site LACC courses at APEX Academy, including Spanish I, General Arts, Cinema I, English 28, Intermediate Algebra, Intro to Psychology, Intro to Sociology, Personal Development, Speech, Music History and others, enrolling hundreds of APEX students in college-level courses for dual enrollment credit. The Matrix will be looking to expand existing APEX partnerships with LACC, LA Trade Tech, Mission College and other regional community colleges serving the communities where Matrix Success Centers will be located. These courses enable our students to see that they can complete college-level course work, while simultaneously enabling them to earn college credits for free, thus lowering the cost of a diploma.

### **COMPREHENSIVE WHOLE-CHILD, TRAUMA-INFORMED APPROACH WITH A ONE-STOP SHOP SERVICE DELIVERY**

We recognize that the students we aim to serve need far more than "education." They need comprehensive support in planning for their futures, in meeting current and future needs for employment and skills training, in ensuring their psycho-social and even basic needs (housing, food, legal, medical) are met, and they need ongoing and regular support in achieving short and long-term goals.

Given the vulnerable population targeted, the Matrix will implement proven Trauma-Informed practices as we engage every student from recruitment through graduation. Traumatic stress is present and evident within our student population and it arises from a variety of sources. Our students and parents are affected by traumatic stress. Having the school provide the tools to manage traumatic stress empowers the members of the school community.

Matrix Leadership has, at APEX Academy, created a school community where all adults are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, counselors, teachers, and classified staff. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not

only provide tools to cope with extreme situations but to create an underlying culture of respect and support. The Matrix will implement the same model of Trauma-Informed practices to an even more intense level, as we expect youth to come to the Matrix deeply wounded and in trauma due to a number of the issues listed below

**Trauma situations usually found with vulnerable youth of extreme poverty:**

- Physical or sexual abuse
- Abandonment
- Neglect
- Incarceration
- Homelessness
- The death or loss of a loved one
- Life-threatening violence in a caregiver (witnessing a stabbing, shooting, severe beating of family member, caregiver)
- Witnessing domestic violence
- Life-threatening health situations and/or painful medical procedures
- Witnessing or experiencing community violence (e.g., shootings, stabbings, robbery, or fighting at home, in the neighborhood, or at school)
- Witnessing police activity or having a close relative incarcerated
- Living in chronically chaotic environments in which housing and financial resources are not consistently available

The Matrix Success Centers’ staffing model is designed intentionally to ensure that each of our students and their families receive the wraparound supports they need from Day One. In addition to academic check-ins with their teachers, Success Seminars and the Guidance Counselor, students will access college and career counseling and psycho-social support as needed and prescribed within their PSP. Unlike current non-classroom based alternatives available, which tend to be storefronts, Matrix Success Centers will be dynamic components of the communities we serve, with ongoing classes and labs and workshops (for students and parents) offered daily, along with a host of student and community support services (to be managed by success center social worker and employment/career counselor). Each Matrix Success Center will be equipped with *mobile science labs* to ensure students participate in live science labs. By partnering with and co-locating within existing community based organizations, we will build on what already is in place supporting our targeted communities. The work of eliminating poverty cannot be done by school organizations alone and must involve as many interested parties as possible.

<p><b>Initial Enrollment process – A Whole Child, All Hands On Deck Approach to meeting every student where they are</b></p>	<p><b>Guidance/College Counselor</b></p> <p>Initial enrollment and personal assessment of needs starts with guidance counselor, who will thoroughly examine available transcripts and records to determine together with family HS graduation path and possible post-secondary education options as the Education Team collaboratively plans the student’s Master Agreement and PSP.</p>	<p><b>Career/Employment Counselor</b></p> <p>Student and family meets with counselor to determine need for current employment, training, and related career development opportunities through Lynda.com and local opportunities as needed. Post-secondary trade schools and other training options will be explored as appropriate.</p>	<p><b>Psychiatric Social Worker</b></p> <p>Family meets with psychiatric social worker to assess counseling/therapy needs, along with potential referrals to support with housing, food instability, legal and medical services, and more.</p>	<p><b>Success Seminar Teacher</b></p> <p>Together with Guidance Counselor and assigned Success Seminar Teacher, family develops Personal Success Plan (PSP) and accompanying Written Master Agreement.</p>
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## Comprehensive Whole-Child Approach Independent Study Education

<p><b>Personal Success Plan (PSP) / Master Agreement (MA) – Roles and Responsibilities</b></p>	<p><b>Guidance/College Counselor</b></p> <ul style="list-style-type: none"> <li>-Develops and manages student academic programming and supports through student SIS and dp.net platforms.</li> <li>-Schedules monthly conferences to evaluate academic and overall progress per the PSP and long-range goals.</li> <li>-Provides SAT/ACT, etc. test prep assistance and tutoring referrals as needed.</li> <li>-Provides college application and FAFSA support.</li> <li>-Coordinates and supports dual enrollment with local community colleges.</li> <li>-Leads parent/student workshops and presentations on college options and planning.</li> <li>-Provides hands-on support to Matrix alumni enrolled in 2 and 4-year colleges to help foster their success, helping them access support/resources as needed.</li> </ul>	<p><b>Career / Employment Counselor</b></p> <ul style="list-style-type: none"> <li>-Manages student career and/or employment needs as assigned in PSP and MA, including job placements, online training via Lynda.com and other career training resources.</li> <li>-Establishes partnerships with local employers to provide high-paying jobs to students, and supports students in achieving success in these positions (including basic training in workplace expectations/behavior, etc.).</li> <li>-Assigns and monitors progress relating to career goals/employment as prescribed in PSP and MA.</li> <li>-Schedules check-ins at least monthly to evaluate career training and development progress.</li> <li>-Conducts group and individual workshops and seminars as needed for student career development based on students' needs, including resume preparation, proper workplace etiquette, etc.</li> </ul>	<p><b>Psychiatric Social Worker</b></p> <ul style="list-style-type: none"> <li>-Delivers counseling as needed and as assigned in PSP</li> <li>-Develops and coordinates wrap-around services delivery to families in partnership with local service organizations</li> <li>-Provides family crisis intervention as needed.</li> <li>-Conducts and coordinates on-going family education opportunities.</li> </ul>	<p><b>Success Seminar Teacher</b></p> <ul style="list-style-type: none"> <li>-Manages and monitors MA compliance for cohort of students including attendance, assignment completion and other requirements via scheduled in-person check-ins at least once every two weeks (and typically more frequently) and collaboration with other teachers;</li> <li>-Conducts Success Seminar sessions per schedule for assigned cohort of students (daily or multiple times weekly).</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>-Manage assignments, assessments, grading and completion of course work and mastery of competencies and CCSS-aligned content in subject area for all assigned students via dp.net and scheduled in-person check-ins (at least once every two weeks for each student, and as frequently as daily for those needing extra support – all check-ins are tracked in the SIS for each student);</li> <li>-Conducts scheduled content area workshops, labs, student presentations of work, tutoring and one-on-one student check-ins per assigned schedule</li> <li>-Prepare and present parent/guardian workshops and training/support in how to monitor and support IS students at home</li> </ul> <p><b>Sp. Ed. Teacher</b></p> <ul style="list-style-type: none"> <li>-Manages and monitors academic progress as prescribed by IEP.</li> <li>-Conducts daily academic support workshops and individual check-ins as needed and assigned in MA</li> <li>-Leads Success Seminar for students with IEPs</li> </ul>
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We also recognize that often our families lack transportation and/or convenient access to needed services in the communities they live in; this reality limits the supports they receive. Barriers significantly affecting the families we serve include access to relevant job training, access to family therapy and wrap-around services, access to drug addiction counseling, access to much needed

education (parenting, health, financial, etc.), and supported access to post-secondary education opportunities. Access to the list of services mentioned above is crucial to the success of our students, given that they do not necessarily reflect the profile of a traditional 14-18 high school student.

We thus plan to work together with the existing resources already in place through various grants and organizations in the community (see below). Services often needed are child care, transportation (tokens, passes), family therapy, substance abuse therapy, temporary housing, housing assistance, healthcare access assistance, free legal assistance (undocumented cases), and other services already being coordinated by capable and experienced organizations. Services such as providing mentors, college ambassadors, tutors, employment opportunities and other similar services will be of paramount importance as Matrix re-engages students toward educational success in the targeted areas. Our counselors and teachers will be trained to identify student needs – including via close bonds with individual students to truly know and understand their personal circumstances outside of school – and to collaboratively work to support those needs by leveraging existing community resources.

Finally, our work will not stop when a student graduates. A major barrier we have experienced and observed with scores of first generation college students is that often they will be admitted to colleges but will end up not attending, or they will start but not complete even a semester. Our commitment is to continue supporting our student during this difficult transition by partnering with local and national organizations and providing on-site on-going academic and social support. College for America partners with employers nationwide to offer fully accredited associate's and bachelor's degree programs to their frontline employees. Federal financial aid is available for all of the degree programs. According to a 2014 survey of all CfA students, most expect to graduate with **zero** debt. Students develop competencies through online work, on their own schedule. Students may advance quickly through subjects they've already mastered in their life and career but take time and more support in new areas. CfA typical associate's degree student is on track to complete a degree in a bit over two years, but some students have moved much faster through the program. Our Guidance/College Counselors will facilitate all post-secondary options for our students by walking students through known barriers in the college enrollment, financing, registration, and completion process. We believe our leadership and support staff have developed a high level of expertise in this area by actively facilitating the graduation of the most vulnerable student in Los Angeles from high school but also from colleges and universities.

## **CURRICULUM AND INSTRUCTION**

The Matrix will fully implement the California Common Core State Standards and NGSS in order to provide effective, appropriate instruction for all students. The Matrix will use the Diploma Plus competency-based instructional model which is aligned with our commitment to adhere to Marzano's prescription to develop summative classroom assessments. The Diploma Plus (DP) Competencies, along with the CA Common Core State Standards (CA CCSS) and NGSS are present in all aspects of curriculum design. The Matrix will provide curriculum, instruction, and assessments that are focused on knowledge, skills and understanding a set of content standards and DP Competencies (both academic and personal). The Matrix has developed a rigorous curriculum with effective instructional practices and uses authentic assessments, that are competency-based and standards-aligned, to re-engage students and create life-long learners.

We of course recognize that our students will arrive at the Matrix typically behind in grade level proficiency in at least one subject. Students will be assigned and scheduled into appropriate courses

based on their credits earned and courses completed to date, but intensive remedial support will be provided to ensure each student is able to understand and participate fully in the curriculum. Students in need of additional support initially may be assigned a more intensive on-site schedule with in-person skills workshops, additional class time and/or tutoring (including by their credentialed teachers, as well as instructional aides and trained volunteers) to ensure they are able to complete grade-level content in their assigned courses. In our experience at APEX, students who are provided one-on-one targeted supports are able to quickly “catch up” and master the content when they are able to proceed through their learning at an individualized pace with appropriate support. Online remediation may also be used in cases where students arrive at The Matrix several grade levels behind.

### ***Mathematics- Course Descriptions***

The Matrix will implement the Integrated Math 1, 2, and 3 sequence of math courses. Carrie Heath Phillips, the program director for common core at the Washington-based Council of Chief State Schools Officers says, “The integrated math approach made it easier for school districts to reflect on aligning curriculum to common core.” (<http://mobile.edweek.org/c.jsp?cid=25919801&bcid=25919801&rssid=25919791&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Ffew%2F%3Fuuid%3DED185CCA-6541-11E4-A965-BDA3B3743667>). Common internationally, the integrated math sequence is meant to take math learning out of silos and teach students how to bridge connections among math topics. There are three levels of integrated math, and students typically take classes from 9<sup>th</sup> to 11<sup>th</sup> grade.

All courses will be UC/CSU approved to meet A-G requirements.

#### **Integrated Math 1: (core and college preparatory)**

This course is the first of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The majority of this course will focus on building algebra I, geometry, and statistics skills. However, the overarching goal of this course is to teach students how to learn math differently than they may have previously done; so students will be trained on methods of learning as well as content. This course aligns perfectly with the five goals of the UC Mathematics requirement. The students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real world data, be able to provide clear and concise answers, and have computational and symbolic fluency. All five of these goals are embedded in both the curriculum and the core pedagogical beliefs of the Math Department.

The purpose of Integrated Math I is to develop students’ ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Integrated I will extend the mathematics students learned in earlier grades and begin the development of concepts Number Sense, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, graphs obtained through hand-held technology and diagrams will help students see the connections between different topics which will promote students view as that of mathematics as a set of related topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally communicate all representations and connections. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning.

## **Integrated Math 2: (core and college preparatory)**

In Integrated Math II, students will continue to develop algebra and geometry skills through engaging and real life applications. Students will build off of the standards they mastered in Integrated Math 1 building on geometry and algebra skills. These are reinforced and followed by lessons involving transformations, trigonometry and more in depth studies on functions and inequalities and their applications. Students will demonstrate abilities to reason logically and to understand and apply mathematical processes and concepts from algebraic operations and thinking; geometry and spatial sense, and data analysis and probability. More specifically, students will:

**Number and Operation** – Understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand the meaning and relationship of operations; and use computational tools and strategies fluently and estimate appropriately.

**Patterns, Functions, and Algebra** – Understand various types of patterns and functional relationships; use symbolic forms to represent and analyze mathematical situations and structures; and use mathematical models and analyze change in both real and abstract contexts.

**Geometry and Spatial Sense** – Analyze characteristics and properties of two- and three-dimensional geometric objects; select and use different representational systems, including coordinate geometry and graph theory; recognize the usefulness of transformations and symmetry in analyzing mathematical situations; and use visualization and spatial reasoning to solve problems both within and outside of mathematics.

**Measurement** – Understand attributes, units, and systems of measurement; and apply a variety of techniques, tools, and formulas for determining measurements.

**Data Analysis, Statistics and Probability** – Pose questions and collect, organize and represent data to answer those questions; interpret data using exploratory data analysis; develop and evaluate inferences, predictions, and arguments that are based on data; and understand and apply basic ideas of chance and probability.

**Problem Solving** – Build new mathematical knowledge through working with problems; develop a disposition to formulate, represent, abstract and generalize in situations within and outside mathematics; apply a wide variety of strategies to solve problems and adapt the strategies to new situations; and monitor and reflect on mathematical thinking in solving problems.

**Reasoning and Proof** – recognize reasoning and proof as essential and powerful tools of mathematics; develop and evaluate mathematical arguments and proof; and select and use various types of reasoning and methods of proof as appropriate.

**Communication** – organize and consolidate mathematical thinking to communicate with others; express mathematical ideas coherently and clearly to peers, teachers and others; extend mathematical knowledge by considering the thinking and strategies of others; and use the language of mathematics as a precise means of mathematical expression.

**Connections** – recognize and use connections among different mathematical ideas; understand how mathematical ideas build on one another to produce a coherent whole; recognize, use, and learn about mathematics in contexts outside of mathematics.

Representation – create and use representations to organize record and communicate mathematical ideas; and use representations to model and interpret physical, social and mathematical phenomena.

### **Integrated Math 3: (core and college preparatory)**

It is in the Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics III course, instructional time focuses on four critical areas:

(1) Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the roles that randomness and careful design play in the conclusions that can be drawn.

(2) The structural similarities between the system of polynomials and the system of integers are developed. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations. Rational numbers extend the arithmetic of integers by allowing division by all numbers except zero. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of the Mathematics III course is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers. This critical area also includes exploration of the Fundamental Theorem of Algebra.

(3) Students derive the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles. This discussion of general triangles opens up the idea of trigonometry applied beyond the right triangle, at least to obtuse angles. Students build on this idea to develop the notion of radian measure for angles and extend the domain of the trigonometric functions to all real numbers. They apply this knowledge to model simple periodic phenomena.

(4) Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this Mathematics III course.

### ***English/Language Arts – Course Descriptions***

#### **English 9AB: (core and college preparatory)**

The main purpose of this year-long course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Ninth grade students are expected to read 1.5 million words annually, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles, as stated in the *California Reading/Language Arts Framework*. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1,500 words each.

English 9AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening and speaking. During the persuasion component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations, in the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature.

#### **English 10AB: (core and college preparatory)**

The major purpose of this year-long course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skill acquired in previous grades with more refinement, depth, and sophistication with grade-appropriate material. Tenth grade students are expected to read 1.5 million words annually, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles, as stated in the *California Reading/Language Arts Framework*. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each.

English 10AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasive component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component of the course, students will read expository texts and use what they have learned to establish and controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing.

They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. During the literary analysis component of the course, students will read literary texts, recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice,

persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature.

**American Literature and Composition: (core and college preparatory)**

American Literature and Composition is a semester-long reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that eleventh-grade students are expected to read 2 million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles.

In this course, there is a concentrated focus on writing. American Literature and Composition includes the historical investigation report, a new composition introduced in eleventh grade which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for their similarities and differences. Students are expected to write and revise a minimum of 6 academic compositions within the eleventh grade year. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1500 words each.

**Contemporary Composition: (core and college preparatory)**

The major purpose of this standards-aligned semester course is to explore ideas, issues, and themes from contemporary fiction, nonfiction, and informational materials and to focus on writing coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments. Students will read, write, speak, and think about the structure, style, content and purpose of contemporary literature, expository, and visual texts through different lenses and various perspectives to investigate personal, American, and global views on current events, issues, and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read 2 million words annually on their own, including a good representation of high interest, rigorous, and relevant contemporary texts including magazines, newspapers, and online articles.

In this course, there is a concentrated focus on writing, specifically the genres of writing on college placement tests in English. Two new compositions are introduced in the eleventh grade: reflective composition and historical investigation. Reflective compositions require the student to explore the significance of a personal experience, event, or concern, while maintaining an appropriate balance between describing the incident and relating it to a more abstract idea. The historical investigation report requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions during the eleventh grade year.

This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1500 words each, including timed writing.

**Expository Composition: (core and college preparatory)**

The major purpose of this one semester course is to provide experiences in writing that are characterized by logical and coherent organization, clarity of expression, and suitability in style, usage and the conventions of writing. The student is required to read closely within and across expository and informational genres for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text(s). Emphasis in this course is on expository reading and writing and the essential skills of editing, although the course provides some practice in other domains of writing. This course aims to support students' developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the workplace. Within the twelfth grade year, students are expected to write and revise a minimum of eight academic compositions, including developed compositions as well as timed writing artifacts. The *California Reading/Language Arts Framework* states that students in the 12<sup>th</sup> grade are expected to read 2 million words annually from a variety of sources, including classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1500 words each.

**Great Books: (core and college preparatory)**

The major purpose of this semester course is to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic contributions to American and world literature. Students will study aspects and representative types of novels such as Gothic, picaresque, utopian, adventure, historical, and romance through an examination of specific examples of plot situation, character motivation, and thematic implications. Students will develop an understanding of universal themes across cultural, social, and historical contexts and evaluations of how the influences of the regions and historical eras shaped the characters, plots, and settings. Students will develop and synthesize learning by participating in oral and written responses to literature by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions, cultures, and historical periods. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Great Books includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1500 words each. As stated in the *California Reading/Language Arts Framework*, students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary

literature, magazines, newspapers, and online articles.

**African-American Literature: (core and college preparatory)**

In this semester course, students read, analyze, and discuss literary works in various forms and media written by African Americans. Beginning with works written by enslaved African-Americans, this course provides a survey of writings representative of Reconstruction, the rise of the “New Negro,” the Harlem Renaissance, black realism, modernism and postmodernism. The following are the goals of this course:

- (1) To develop an understanding of an African American literary tradition as a syncretic shaped artistic form.
- (2) To begin to understand the critical uses of the narrative forms of oral traditions, signifying, folklore, and music in making African American literature a unique literary model.
- (3) To understand the theoretical concepts of race, racism and racialization as they inform the creation of an ethnic literature.
- (4) To examine the critical connections between historical eras and events and the formation of narrative.
- (5) To begin to understand the unique aspects of African American literary theory.
- (6) To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.
- (7) A critical understanding of ethnic identity and racial identity and how it is constructed and reconstructed by individuals and groups over time and different contexts.
- (8) Develop and sharpen critical communication skills through the facilitation of discussions and writing skills through essay assignments.

***ELD (Levels 1 and 2 non-core, non college preparatory)***

The Matrix is prepared to serve all levels of English Learners. Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/EDI strategies and materials, both online and in-person. For EL students scoring at levels 1 and 2 on CELDT we will use the *Hampton-Brown High Point: Success in Language, Literature, and Content Levels A, B and C* curriculum for any student with limited English literacy; these courses will be non-core and non-college preparatory. Explicit ELD instruction will be provided through on-site and online designated ELD instruction aligned to the new CA ELD standards, as well as integrated through the online and site-based core English courses, utilizing standards-based materials and supplemental materials. Primary language support will be used minimally, only as needed. Students will be scheduled as much as possible for cooperative learning activities at Matrix Success Centers, conducted in English, that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills. Frequent writing assignments in all classes will give students opportunities to practice writing and editing in English using Diploma Plus Rubrics. Tutoring in small groups and one-on-one (both in person and online within learning platform) will facilitate ELD. Our 1:1 Chromebook initiative is essential in providing access to content and curriculum, especially as the devices will include powerful language acquisition tools in up to 27 languages (*Lingualia and Language Immersion* extensions added). In addition, teachers will, based on needs and numbers of EL students, have the ability to schedule ELD specific workshops and supports at the site in efforts to ensure English Learners’ supports are maximized within the non-classroom based structure of Matrix.

## *History/Social Sciences – Course Descriptions*

### **World History, Culture, and Geography: The Modern World AB (core and college preparatory)**

Students study major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

This history/social science course examines the major turning points of the modern world from approximately 1750 to the present. Components of this class include: Renaissance Reformation, and the Enlightenment, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, the Technological Revolution (19<sup>th</sup> century to beginning of 20<sup>th</sup> century) , World War I, Totalitarianism, Capitalism, Socialism, World War II and Nationalism. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

### **United States History and Geography: Continuity and Change in the Twentieth Century AB (core and college preparatory)**

This year-long course surveys the major turning points in American history in the twentieth century. The course begins with a selective review emphasizing two major themes: the nation's beginnings and the industrial transformation of the new nation. Throughout the course the application of constitutional principles to contemporary issues is addressed. Topics covered are the expanding role of the federal government and the federal courts, the continuing tensions between the individual and the state and between minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on American society; culture change in the ethnic composition of American society, the movements toward equal rights for diverse groups such as racial minorities, gays and lesbians, people with disabilities, and women; and the role of the United States as a major world power. The course investigates the diversity of American culture, including religion, literature, art, drama, architecture, education, and the mass media.

### **Principles of American Democracy: (core and college preparatory)**

This semester course is intended to introduce and allow students a deeper understanding of the fundamentals of the institutions of the U.S. government as well as analyze federalism. Included is an examination of the basis of U.S. political ideas, principles and practices, as a means of acquainting students with the complexities of the U.S. political system. Students will look at the historical and when applicable, contemporary, changes to interpretations of the Constitution, Bill of Rights, majority rule vs. minority rights, the separation of powers, as well as the checks and balances between the legislative, executive and judicial branches of government. Federalism is analyzed by dissecting the relationship between the federal, California state and local governments. There will also be a comparison with other international governments. In comprehending our political, economic and social experience as a country and individual citizens, students will be prepared to vote, participate in community events and be informed citizens. Individual freedoms and civic responsibilities are prevalent themes.

The goal of this course is to provide students with a framework for studying political, social, economic, and cultural issues as related to government. Students will also be analyzing the impact these issues have had on U.S. society. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations as they explore perspectives on various issues. The ultimate outcome is to help students develop their own sense of responsibility as citizens and participate in our various communities.

### **Economics: (core and college preparatory)**

Economics is a one-semester course designed to help students become responsible decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into five basic economic units: Fundamental economics concept, comparative economic systems, the principles of microeconomics, the principles of macroeconomics and international economics concepts.

By the end of the semester students will:

- Able to understand scarcity as the basic economic problem and how this connects to the law of supply and demand.
- Know the role that government plays in the economy in both a macro and micro sense.
- Comprehend the impact that international economic cooperation has on people's lives.
- Understand common economic terms and concepts and economic reasoning.
- Analyze the elements of the US market economy in a global setting.
- Understand the influence of the U.S. government on the American economy.
- Analyze issues of international trade, and explain how the economy of the world is interconnected.
- Analyze issues of international trade.

## ***Science – Course Descriptions***

### **Marine Biology AB: (core and college preparatory)**

This course studies physical oceanography, marine ecology, and marine organisms, evolution of marine species, and marine flora and fauna. In addition to familiarizing students with the features of the marine environment which is an integral part of Southern California, this course helps to acquaint students with the ecology of other marine ecosystems, and occupational opportunities present in the field of marine biology and oceanography. On-site labs held at least once every two weeks will include dissection of preserved organisms, field research, and scientific reporting are all part of the laboratory experience. Teachers will plan and schedule biweekly labs for students in consideration of their personalized schedules. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plants 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.

### **Biology AB: (core and college preparatory)**

The main purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization

of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Labs scheduled biweekly will focus is on active student participation in laboratory investigations and the development of critical-thinking skills. Biology AB provides the foundation for further studies in Biology.

### **Chemistry AB: (core and college preparatory)**

Chemistry AB is a laboratory-based college-preparatory course. Biweekly laboratory experiments provide the empirical bases for understanding and confirming concepts of matter in chemistry; these labs will be scheduled biweekly and with coordination of students' schedules This course emphasizes discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and molecular-atomic levels. Chemical principles are introduced so that students will be able to explain the composition and chemical behavior of their world. In this class, students will develop an understanding of chemical concepts and theories as they relate to daily life. This course will help students analyze and understand the fundamentals of chemistry such as atomic structure, chemical reactions, matter, the periodic table, gas laws, acids and bases, energy and thermodynamics.

The purpose of this course is for students to be able to achieve the following:

1. Solve scientific problems by making observations and collecting data.
2. Acquire a basic understanding of chemistry as a basis for furthering education in the sciences.
3. Apply skills of measurement, observation, statistical, and technological skills to compare, contrast, and create useful models of the structure and properties of matter and the mechanisms involved in its interactions.
4. Improve their ability to learn independently by researching and drawing generalizations from science related articles, books, graphs, charts, and diagrams.
5. Explore the history of matter and discover future careers in chemistry and other sciences.

### ***Electives – Course Descriptions***

#### **Spanish 1AB: (core and college preparatory)**

This introductory course is designed for students with little or no previous study of Spanish. Some students in class might have been exposed to Spanish, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components for this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of oral activities. Active participation is required.

#### **Spanish for Spanish Speakers 1AB: (core and college preparatory)**

This introductory course is designed for students with little or no previous study of Spanish but speak Spanish at home. Some students in class might have been exposed to Spanish grammar, but have not grasped some of the important structures of the language. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components for this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of oral activities. Active participation is required.

### **Spanish 2AB: (core and college preparatory)**

This Spanish second level course is designed for students with Spanish level 1 exposure. Some students in class might have been exposed to Spanish, but have not grasped some of the important structures of the language completely from level 1. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of aural activities. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Active participation is required.

### **Spanish for Spanish Speakers 2AB: (core and college preparatory)**

This Spanish second level course is designed for students with Spanish level 1 exposure. Students in class might have been exposed to Spanish, but have not grasped some of the important structures of the language completely from their prior knowledge, or level 1. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. Focus is on all four language skills listening, speaking, reading and writing. Culture is an integral part of the course and is introduced through the use of media, games, adapted readings and class discussions. In addition to written tests and quizzes, students may also be assessed by means of aural activities. Homework assignments are an integral part of this course; they reinforce concepts/skills introduced and explored in class, which enable students to participate in class in a meaningful way. Active participation is required.

### **Spanish 3 AB: (core and college preparatory)**

This Spanish third level course is designed for students who have passed Spanish level 2 and/or are fluent Spanish speakers. In this course students continue to develop their communication, writing, and reading comprehension through prior knowledge of language acquisition. The use of authentic literature is very important for a student's cognitive development. The use of literature is crucial in terms of culture attainment and personal development.

In this Spanish 3 course, students will:

- Gain a better understanding of the Spanish literary canon
- Become familiar with different literary authors from different countries such as Pablo Neruda
- This class is conducted exclusively in Spanish with the use of Latin American and Hispanic culture support of literature, visual and audio activities
- Grammar instruction includes use of rules for words that are:
  - Agudas - Words that end in consonants other than n,s are termed "**aguda**" and the stress falls on the last syllable of the word.
  - Llanas - The word ends in any letter BUT a vowel, N or S.
  - Esdrújulas - The word always has an accent mark above the stressed syllable.
  - Sobreesdrújulas - A word is sobreesdrújula when it had the stress before the antepenultimate syllable, and it will ALWAYS have a written accent.
- Be expected to develop their interpersonal communication skills to understand conversations, lessons, and create/ present presentations exclusively in Spanish.
- Develop their awareness of the World Wide Web in context to the Spanish language.

- Express themselves aptly in a variety of styles and situation by refining their fluency and written language in formal and informal contexts.
- Develop their reading skills which entails becoming exposed to the Spanish Speaking world through literature, history, art, and music.

### **Spanish for Spanish Speakers 3 AB: (core and college preparatory)**

This Spanish third level course is designed for students who have passed Spanish level 2 and/or are fluent Spanish speakers. In this course students continue to develop their communication, writing, and reading comprehension through prior knowledge of language acquisition. The use of authentic literature is very important for a student's cognitive development. The use of literature is crucial in terms of culture attainment and personal development.

In this Spanish 3 course, students will:

- Gain a better understanding of the Spanish literary canon
- Become familiar with different literary authors from different countries such as Pablo Neruda
- This class is conducted exclusively in Spanish with the use of Latin American and Hispanic culture support of literature, visual and audio activities
- Grammar instruction includes use of rules for words that are:
  - Agudas - Words than end in consonants other than n,s are termed "**aguda**" and the stress falls on the last syllable of the word.
  - Llanas - The word ends in any letter BUT a vowel, N or S.
  - Esdrújulas - The word always has an accent mark above the stressed syllable.
  - Sobreesdrújulas - A word is sobreesdrújula when it had the stress before the antepenultimate syllable, and it will ALWAYS have a written accent.
- Be expected to develop their interpersonal communication skills to understand conversations, lessons, and create/ present presentations exclusively in Spanish.
- Develop their awareness of the World Wide Web in context to the Spanish language.
- Express themselves aptly in a variety of styles and situation by refining their fluency and written language in formal and informal contexts.
- Develop their reading skills which entails becoming exposed to the Spanish Speaking world through literature, history, art, and music.

### **Digital Imaging AB: (non-core and college preparatory)**

In this year-long course students will learn how to create various forms of art using digital media. Students will also learn how to manipulate and edit digital images using advanced online software comparable to industry standards. The class combines technology and visual art standards in order to create unique course content. By the end of the course students will be able to create art and solve digital design problems in the real world.

Digital Imaging AB is a year-long course at the introductory level of Visual and Performing Arts. Students in the 9th thru 12th grade have the opportunity to learn about digital imaging manipulation software. By the end of the course students will have foundational knowledge of design and art principles in order to create digital art images.

As noted above, APEX has for years offered dual enrollment courses in partnership with LACC on APEX' campus, a program we intend to expand at each Matrix Success Center. To date, these courses have included such things as General Arts, Cinema I, Intro to Psychology, Intro to Sociology, Personal

Development, Speech and Music History, enabling us to expand our course catalog while simultaneously offering students valuable college credits.

**Matrix Success Seminar (non-core)**

As detailed above, Success Seminar will focus on “adult” skills and attributes students need for success in the real world, while helping students form a close bond with a dedicated teacher/advisor.

**CURRICULAR AND INSTRUCTIONAL MATERIALS**

The academic program at The Matrix begins with the CCSS. Teachers will use CDE-adopted, standards-based, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Within the DP.net platform course content aligns CCSS with relevant DP Competency assessments and accompanying assessments rubrics. DP.net has an extensive library of competency assessments and resources to help students move through content and toward mastery via completion of competency assessments. Additionally, teachers are in real-time maintaining and updating resources, links, videos, and their own lessons addressing every strand of the CCSS corresponding to any given course available. Matrix will provide approved textbooks and ebooks that accompany every course offered.

**Sample Integrated Math Course alignment of CCSS and DP Competency**

<p>DP Competency M01 <u>Problem Solving</u>: Make sense of problems and persevere in solving them. -CA CCSS Integ. Math I Standards N-Q.1, N-Q.2, N-Q.3 -Competency and CCSS Assessments -Competency and CCSS Rubrics</p>
<p>DP Competency M02 <u>Reasoning and Proof</u>: Construct viable arguments and critique the reasoning of others. -CA CCSS Integ. Math I Standard A-REI.1, A-REI.3, A-REI.3.1, A-REI.5 -Competency and CCSS Assessments -Competency and CCSS Rubrics</p>
<p>DP Competency M03 <u>Quantitative Reasoning</u>: Interpret the world using a mathematical lens. -CA CCSS Integ. Math I Standard F-IF.1, F-IF.2, F-IF.3, F-IF.4 -Competency and CCSS Assessments -Competency and CCSS Rubrics -CA CCSS Integ. Math I Standard XXXXX -Competency and CCSS Assessments -Competency and CCSS Rubrics</p>
<p>DP Competency M04 <u>Mathematical Representations</u>: Model with mathematics. -CA CCSS Integ. Math I Standard XXXXX -Competency and CCSS Assessments -Competency and CCSS Rubrics</p>
<p>DP Competency M05 <u>Communication</u>: Communicate mathematical ideas verbally and in writing using diagrams, tables, graphs, symbols, mathematical vocabulary, etc. -CA CCSS Integ. Math I Standard XXXXX -Competency and CCSS Assessments -Competency and CCSS Rubrics -CA CCSS Integ. Math I Standard XXXXX -Competency and CCSS Assessments -Competency and CCSS Rubrics</p>

DP Competency M06 Mathematical Connections: Connect mathematical ideas to other mathematical concepts, other disciplines, or real-world situations.

- CA CCSS Integ. Math I Standard XXXXX
- Competency and CCSS Assessments
- Competency and CCSS Rubrics

Core course curricula is selected based on the CCSS/NGSS and CDE Frameworks for each subject. The Matrix plans to use the following key textbooks and online curricular resources:

Mathematics

Integrated Math 1 - Textbook: *Mathematics I Common Core; 8, Pearson.*

Integrated Math 2 - Textbook: *Mathematics II Common Core; 9, Pearson.*

Integrated Math 3 - Textbook: *Mathematics III Common Core; Pearson.*

English Language Arts

ELD 1, 2 – Textbook: *Hampton-Brown High Point: Success in Language, Literature, and Content Levels A, B and C*

English 9AB - Textbook: *Language of Literature (California Edition), 9; McDougal Littell.*

English 10AB - Textbook: *Language of Literature (California Edition), 10; McDougal Littell.*

American Literature and Composition - Textbook: *Elements of Literature, Fifth Course: Essentials of American Literature; Holt, Rinehart and Winston.*

Contemporary Composition - Textbook: *11th Grade Contemporary Composition Course; LAUSD.*

Expository Composition - Textbook: *12th Grade Expository Reading and Writing Course; LAUSD.*

Great Books (class sets, in the Matrix Library):

<i>1984 by George Orwell</i>
<i>A Hero Ain't Nothin' But a Sandwich by Alice Childress</i>
<i>A Long Way Gone by Ishmael Beah</i>
<i>A Midsummer Night's Dream Shakespeare Made Easy</i>
<i>Always Running by Luis J. Rodriguez</i>
<i>American Born Chinese by Gene Luen Yang</i>
<i>Anne Frank The Diary of a Young Girl</i>
<i>Black Boys</i>
<i>Brave New World by Aldous Huxley</i>
<i>Chicana Falsa by Michele Serros</i>
<i>El Nino sin Nombre by Dave Pelzer</i>
<i>Ender's Game by Orson Scott Card</i>
<i>Farewell to Manzanar by Jeanne Wakatsuka Houston &amp; James D. Houston</i>
<i>Four Great Plays by Henrik Ibsen</i>
<i>Go Ask Alice</i>
<i>Great Expectations by Charles Dickens</i>
<i>Hatchet by Gary Paulsen</i>
<i>Heart of Darkness and The Secret Sharer by Joyce Carol Oates</i>

<i>Jurassic Park by Michael Crichton</i>
<i>Lord of the Flies by William Golding</i>
<i>Makes Me Wanna Holler</i>
<i>Mexican White Boy</i>
<i>Monster by Alter Dean Myers</i>
<i>Night</i>
<i>Odyssey</i>
<i>Of Mice and Men by John Steinbeck</i>
<i>Pride and Prejudice by Jane Austen</i>
<i>Romiette &amp; Julio by Sharon M. Draper</i>
<i>Rule of the Bone by Russell Banks</i>
<i>Slaughter House Five by Kurt Vonnegut</i>
<i>Speak</i>
<i>The Book Thief by Markus Zusak</i>
<i>The Catcher in the Rye by J.D. Salinger</i>
<i>The Color Purple</i>
<i>The Giver by Lois Lowry</i>
<i>The Great Gatsby</i>
<i>The Prentice Hall Reader 7th Edition by George Miller</i>
<i>The Republic of East L.A. by Luis J. Rodriguez</i>
<i>The Stranger</i>
<i>The Tragedy of Romeo and Juliet by William Shakespeare</i>
<i>To Kill a Mocking Bird by Harper Lee</i>
<i>Tweak: Growing Up on Methamphetamines by Nic Sheff</i>

African-American Literature - Textbook: *Elements of Literature: Perspectives in Multicultural Literature; Holt; Fourth Course.*

#### History/Social Sciences

World History, Culture, and Geography: The Modern World AB - Textbook: *Glencoe World History: Modern Times; Glencoe/McGraw-Hill.*

United States History and Geography: Continuity and Change in the Twentieth Century AB - Textbook: *America: Pathways to the Present: Modern American History; Pearson Education/Prentice Hall.*

Principles of American Democracy - Textbook: *Magruder’s American Government (California Edition); Pearson Education/Prentice Hall.*

Economics - Textbook: *Economics: Principles & Practices; Glencoe/McGraw-Hill.*

#### Science

Marine Biology AB - Textbook: *Life on an Ocean Planet; Follett.*

Biology AB - Textbook: *Biology, CA Edition; McDougal Littell.*

Chemistry AB - Textbook: *Holt Chemistry, CA Edition; Holt, Rinehart and Winston.*

High School Electives

Spanish 1 AB - Textbook: *Realidades, Level 1; Prentice Hall.*

Spanish for Spanish Speakers 1 AB - Textbook: *Nuevas Vistas: Holt Advanced Spanish, Curso Uno; Holt, Rinehart and Winston.*

Spanish 2 AB - Textbook: *Realidades, Level 2; Prentice Hall.*

Spanish for Spanish Speakers 2 AB - Textbook: *Nuevas Vistas: Holt Advanced Spanish, Curso Dos; Holt, Rinehart and Winston.*

Spanish 3 AB - Textbook: *Tesoro Literario; Nivel Avanzado, Mcgraw Hill.*

Spanish for Spanish Speakers 3 AB - Textbook: *Tesoro Literario; Nivel Avanzado, Mcgraw Hill.*

Digital Imaging AB - Textbook: *Image Editor [www.pixlr.com](http://www.pixlr.com); Adobe Photoshop, Weebly Website Builder: Create a Free Website, Store or Blog <https://www.weebly.com>*

**COMPREHENSIVE COURSE LIST BY HS DIPLOMA PATH**

	Full A-G HS Diploma	Over 18 HS Diploma	Foster Youth (AB216) & CA HS Diploma	HS Equivalency and 10 Courses HS Diploma
<p><b>The Matrix</b></p> <p><b>Multiple Pathways toward a High School Diploma</b></p> <p><b>All core content area (Eng, Math, Sciences, and Social sciences) courses will meet A-G eligibility</b></p>	<p><b>English – 40 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eng 9AB</li> <li><input type="checkbox"/> English 10AB</li> <li><input type="checkbox"/> Eng. Compos.</li> <li><input type="checkbox"/> Amer. Lit.</li> <li><input type="checkbox"/> Mod. Lit.</li> <li><input type="checkbox"/> Eng. Elect.</li> </ul> <p><b>Math – 30 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Int. Math I AB</li> <li><input type="checkbox"/> Int. Math II AB</li> <li><input type="checkbox"/> Int. Math III AB</li> </ul> <p><b>Social Sci – 30 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Hist AB</li> <li><input type="checkbox"/> US Hist AB</li> <li><input type="checkbox"/> US Government</li> <li><input type="checkbox"/> Economics</li> </ul> <p><b>Sciences - 20 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology AB</li> <li><input type="checkbox"/> Chemistry AB</li> <li><input type="checkbox"/> Marine Bio AB</li> </ul> <p><b>Foreign Lang. – 20 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish 1 AB</li> <li><input type="checkbox"/> Spanish 2 AB</li> </ul> <p><b>Visual/Perf Arts – 10 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital Imaging AB</li> </ul> <p><b>Personal/Career Dev – 20 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Seminar</li> </ul> <p><b>Electives – 40 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced courses within A-G areas including dual enrollment</li> </ul>	<p><b>English – 40 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eng 9AB</li> <li><input type="checkbox"/> English 10AB</li> <li><input type="checkbox"/> Eng. 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Electives – 20 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced courses or dual enrollment</li> </ul>	<p><b>English – 30 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eng 9AB</li> <li><input type="checkbox"/> English 10AB</li> <li><input type="checkbox"/> Eng. Compos.</li> <li><input type="checkbox"/> Amer. Lit.</li> </ul> <p><b>Math – 20 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Int. Math I AB</li> <li><input type="checkbox"/> Int. 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Lit.</li> </ul> <p><b>Math – 10 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Int. Math I AB</li> </ul> <p><b>Social Sci – 15 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> US Hist AB</li> <li><input type="checkbox"/> US Government</li> </ul> <p><b>Personal/Career Dev – 15 Credits</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Success Seminar</li> </ul> <p>Preparation for equivalency exams will be provided.</p> <p>California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate.</p>
<b>Total Credits</b>	<b>210</b>	<b>170</b>	<b>130</b>	<b>50</b>

Required Exam	None	None	None	HiSET TASC GED 2014
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## INSTRUCTIONAL METHODS AND STRATEGIES

In addition, the Matrix will effectively use data from standardized and other formal/informal assessments (NWEA) to support teachers in aligning instruction and offer appropriate intervention to match students' needs. Matrix will utilize innovative teaching methods, proven best practices, on-going professional development, understanding social/emotional needs of students, reflection and discussion of student achievement data, and corresponding adjustment to teaching methods, flexibility, and transparency to ensure student growth and achievement. Some of these methods are: SDAIE techniques (scaffolding), Explicit Direct Instruction (EDI), individual graduation plans, appropriate medical/mental referrals, and other proven tools that assist students in the learning process.

As detailed above, the Diploma Plus competencies form a framework through which the CCSS/NGSS-aligned content is mastered. Teachers backwards-plan all instruction and curriculum (online and site-based) to align to the standards and the DP Competencies, as illustrated below.

### Sample Course Competency and CCSS – Integrated math I (DP.net)

<b>Matrix for Success Academy Integrated Math I</b>			
<p style="text-align: center;"><b><u>CCSS/NGSS – DP Competencies Alignment</u></b></p> <p>DP Competency M01 <u>Problem Solving</u>: Make sense of problems and persevere in solving them. -CA CCSS Integ. Math I Standards N-Q.1, N-Q.2, N-Q.3 -Competency and CCSS Assessments -Competency and CCSS Rubrics</p> <p>DP Competency M02 <u>Reasoning and Proof</u>: Construct viable arguments and critique the reasoning of others. -CA CCSS Integ. Math I Standard A-REI.1, A-REI.3, A-REI.3.1, A-REI.5 -Competency and CCSS Assessments -Competency and CCSS Rubrics</p> <p>DP Competency M03 <u>Quantitative Reasoning</u>: Interpret the world using a mathematical lens. -CA CCSS Integ. Math I Standard F-IF.1, F-IF.2, F-IF.3, F-IF.4 -Competency and CCSS Assessments -Competency and CCSS Rubrics -CA CCSS Integ. Math I Standard XXXXX -Competency and CCSS Assessments -Competency and CCSS Rubrics</p> <p>DP Competency M04 <u>Mathematical Representations</u>: Model with mathematics. -CA CCSS Integ. Math I Standard XXXXX -Competency and CCSS Assessments -Competency and CCSS Rubrics</p>	<p style="text-align: center;"><b><u>Resources</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>M01 Problem Solving</b> Teacher Resources Text/Ebook links</p> <p><b>M01 Quantitative Reasoning</b> Teacher Resources Text/Ebook links</p> <p><b>M01 Communications</b> Teacher Resources Text/Ebook links</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>M02 Reasoning and Proof</b> Teacher Resources Text/Ebook links</p> <p><b>M02 Math representations</b> Teacher Resources Text/Ebook links</p> <p><b>M02 Math Connections</b> Teacher Resources Text/Ebook links</p> </td> </tr> </table>	<p><b>M01 Problem Solving</b> Teacher Resources Text/Ebook links</p> <p><b>M01 Quantitative Reasoning</b> Teacher Resources Text/Ebook links</p> <p><b>M01 Communications</b> Teacher Resources Text/Ebook links</p>	<p><b>M02 Reasoning and Proof</b> Teacher Resources Text/Ebook links</p> <p><b>M02 Math representations</b> Teacher Resources Text/Ebook links</p> <p><b>M02 Math Connections</b> Teacher Resources Text/Ebook links</p>
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	<p style="text-align: center;"><b><u>CA Math I CCSS Lessons and Scaffolding Materials</u></b></p> <p style="text-align: center;"><i>Number and quantity</i> N-Q.1, N-Q.2, N-Q.3</p> <p style="text-align: center;"><i>Algebra</i> A-SSE.1a, A-SSE.1b A-CED.1, A-CED.2, A-CED.3, A-CED.4 A-REI.1, A-REI.3, A-REI.3.1, A-REI.5, A-REI.6, A-REI.10, A-REI.11, A-REI.12</p> <p style="text-align: center;"><i>Functions</i></p>		

<p>DP Competency M05 <u>Communication</u>: Communicate mathematical ideas verbally and in writing using diagrams, tables, graphs, symbols, mathematical vocabulary, etc.</p> <ul style="list-style-type: none"> <li>-CA CCSS Integ. Math I Standard XXXXX</li> <li>-Competency and CCSS Assessments</li> <li>-Competency and CCSS Rubrics</li> </ul> <p>-CA CCSS Integ. Math I Standard XXXXX</p> <ul style="list-style-type: none"> <li>-Competency and CCSS Assessments</li> <li>-Competency and CCSS Rubrics</li> </ul> <p>DP Competency M06 <u>Mathematical Connections</u>: Connect mathematical ideas to other mathematical concepts, other disciplines, or real-world situations.</p> <ul style="list-style-type: none"> <li>-CA CCSS Integ. Math I Standard XXXXX</li> <li>-Competency and CCSS Assessments</li> <li>-Competency and CCSS Rubrics</li> </ul>	<p>F-IF.1, F-IF.2, F-IF.3, F-IF.4, F-IF.5, F-IF.6, F-IF.7a, F-IF.7e, F-IF.9  F-BF.1a, F-BF.1b, F-BF.2, F-BF.3  F-LE.1a, F-LE.1b, F-LE.1c, F-LE.2, F-LE.3, F-LE.5</p> <p style="text-align: center;"><i>Geometry</i></p> <p>G-CO.1, G-CO.2, G-CO.3, G-CO.4, G-CO.5, G-CO.6, G-CO.7, G-CO.8, G-CO.12, G-CO.13,  G-GPE.4, G-GPE.5, G-GPE.7</p> <p style="text-align: center;"><i>Statistics and Probability</i></p> <p>S-ID.1, S-ID.2, S-ID.3, S-ID.5, S-ID.6a, S-ID.16b, S-ID.6c,  S-ID.7, S-ID.8, S-ID.9</p>

### DataWORKS’ Explicit Direct Instruction (EDI)

There are many different approaches to classroom instruction, but they can typically be grouped into two broad philosophies. The first is teacher-centered, direct instruction, and the second educational philosophy is called progressive. Indeed our experience has proven that teacher-centered, direct instruction is more effective and efficient, especially for English Learners and other struggling students. Explicit Direct Instruction (EDI) is a strategic collection of instructional practices that, when combined, help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students. EDI is based on the teacher-centered, direct instruction philosophy. EDI is an approach that encompasses the DataWORKS’ goal of improving learning for all students, especially for English Learners and low-achieving students.

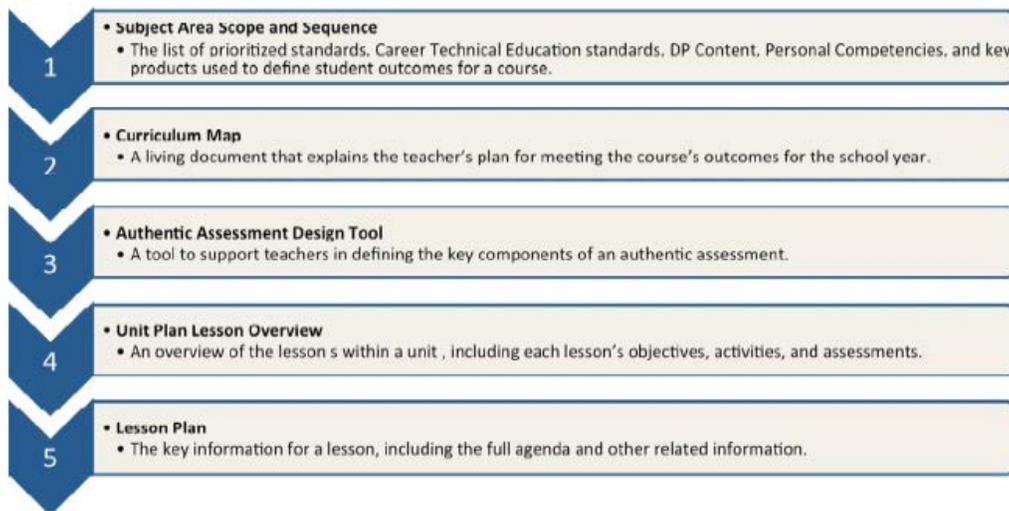
### DataWORKS’ EDI Lesson Design Components

- **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice.
- **Activate Prior Knowledge:** Purposefully transferring something connected to the new lesson from students’ long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development:** Teaching students the concepts contained in the Learning Objective.
- **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective.
- **Lesson Relevance:** Teaching students why the content in the lesson is relevant for them to learn.
- **Guided Practice:** Working problems with students at the same time, step-by-step, while checking that they execute each step correctly
- **Lesson Closure:** Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are released to work on their own.
- **Independent Practice:** Having students successfully practice exactly what they were just taught.

EDI’s student-centered instruction focus aligns best with the DP competency-performance-based curriculum. Listed below are the four major classroom reforms that must happen in order to engage students in learning and supporting them in achieving academic as well as social-emotional success.

- Strong curriculum aligned with standards** – measured by analysis of student work
- Breadth of coverage of standards/competencies** - measured by analysis of student work
- Instructional Effectiveness** – classroom observation
- Time on Task** - classroom observation

The graph below outlines the process driving instruction and learning at the Matrix. The process below will be used to create a standard-aligned/competency-based authentic assessment. This protocol is used to develop our instructional staff’s capacity and develop a common vocabulary when reviewing student and each other’s work. The Matrix expects all instructional staff to adhere to the developed and rigorous Diploma Plus process of curriculum development, as it is the cornerstone of learning, which also aligns with the current CA CCSS and NGSS. The process follows the backwards planning/Understanding by Design model of instructional planning (Grant Wiggins & Jay McTigue, 2004. Understanding by Design Upper Saddle River, NJ: Prentice Hall). Wiggins and McTigue’s (2004) work and framework is widely accepted and used throughout the US as an effective methodical way to break down instructional planning.



As a student moves from course to course, all their teachers’ assignments are developed together. All authentic competency assessments at the Matrix will be standard-aligned/competency-based using the same protocol; therefore, creating continuity for everyone - teachers, students, and their family members involved in their education. Continuity in the lives of vulnerable students allows them to rest from the constant change, instability and chaos of their daily lives.

The uniformity of authentic assessments and continuity of DP through-out the school, are what we have seen to be successful with vulnerable youth. All authentic assessments at the Matrix will have rubrics, which teachers review with students as they are teaching the lesson. If a student gets something wrong, they can re-submit with support from a staff member on understanding the corrections.

**HOW THE INSTRUCTIONAL PROGRAM WILL PROVIDE AND SUPPORT USE OF TECHNOLOGY**

Every student at the Matrix will be assigned a Chromebook to be used for access to curriculum and instructional resources. The DP.net platform allows every one of our teachers to develop a

comprehensive and effective virtual classroom that serves as a depository of instructional resources, lessons, presentations, rubrics and other resources necessary for differentiation and further personalization of learning. Once a student is scheduled and programmed into their courses, a chromebook will be issued accompanied by a username and password to access their personalized DP.net page, which will allow access to all curriculum, materials, and assessments. The student will retain the chromebook for the duration of their enrollment. While some students may not have wifi access at home, the success centers' extended hours (7:30am-6:00pm) will facilitate extended access. Ensuring that all enrolled students have a Los Angeles Public Library card will further facilitate access after hours, while increasing access to community resources. All students upon enrolling will sign a "Chromebook Restitution Agreement", which ensures responsibilities and accountabilities for the student.

Every teacher at the Matrix will be issued a laptop/Chromebook to support their instructional planning, assessments, and implementation of curriculum. Our goals and assessment of these goals, for the use of technology in the classroom are as follows:

- ❖ All teachers will use technology, inclusive of Chromebooks, to review, monitor and structure learning and progress, including post-assessment item analysis to drive future instruction. Teachers will use this technology in order to better be able to collaborate with their peers and to be able to monitor both student progress and individual teacher progress in an effective and efficient manner. The matrix will use DP.net as a system for curriculum development and implementation.
- ❖ All teachers will use technology, inclusive of Chromebook, as a classroom management tool, including use of an electronic student information system and electronic gradebook. This technology will allow teachers to share vital information with students, parents and other teachers to address potential student issues. The software platform that the school will be using is SchoolPathways SIS.
- ❖ All teachers will have access to current information to supplement teaching resources with electronic sources and online services. Teachers will have access to the Internet in order to bring the latest information to the classroom. With our ever changing environment this will allow teachers to stay on top of changing issues and allow them to address current events.
- ❖ All teachers will increase communications with parents through telephone and computers. All teachers will have e-mail addresses where they will be able to communicate with parents about student progress, upcoming events and ways to get involved.
- ❖ All staff will utilize technology, inclusive of Chromebook, as a primary tool for communication with colleagues and the global community. Teachers will have e-mails addresses issued so that they can effectively communicate with colleagues and be able to reach out to others across the country and world so that they can share ideas and collaborate with one another.
- ❖ Teachers and school site administrators will use technology, inclusive of Chromebook, to remain informed of the latest and most successful practices. Teachers and administrators will be encouraged to communicate among themselves and with the outside community to better get a handle on what other teachers, schools and school districts are doing to enhance the overall education experience. School administrators will be encouraged to visit other schools and to network with their peers to come up with technology best practices.

- ❖ All teachers will successfully integrate technology, inclusive of Chromebook, into various curriculum areas including virtual field trips. Teachers will be encouraged to use projectors, smart boards and computers in everyday classroom activities. We believe that technology is a very important part of creating a well-rounded education experience.
- ❖ All staff will demonstrate a proficiency in the use of word processing, spreadsheets and student information systems. This will allow our school to run much smoother and more efficiently.
- ❖ All staff will demonstrate basic computer competencies including but not exclusive to the legal and moral ethics of technology sharing and transfer of information, as well as Internet safety. Especially with regards to Internet Safety, it will be required that sessions are held to teach our students how to guard themselves online. The Matrix will implement a compliant Children’s’ Internet Protection Act (CIPA) policy to ensure that our students are safe while taking advantage of the World Wide Web and all that it has to offer.

The Matrix is committed to a 1:1 Chromebook environment, but we also expect to invest in specialty desktop workstations for specific purposes, such as video and sound editing applications, where more robust systems are necessary.

As a school we will take full advantage of freely available ‘apps’ such as Google docs and other available apps. Teachers will be encouraged to make full use of such programs as Office 365 to illustrate key points and discuss topics as a group.

Each teacher will have a projector mounted within their instructional space. Teachers will use their projector on a daily basis to incorporate their lessons via the laptop, desktop, or Chromebook. Teachers will use the projector in conjunction with the classroom amplification system and other personal systems they might bring in.

**GRADUATION REQUIREMENTS**

As we have stated above, at the Matrix we seek to offer the entire spectrum of graduation options for our vulnerable students, all under one roof. Thus, graduation requirements will vary from student to student depending on their chosen path. The following details the requirements for each option:

	<b>Full A-G HS Diploma</b>	<b>Over 18 HS Diploma</b>	<b>Foster Youth (AB216) &amp; CA HS Diploma</b>	<b>HS Equivalency and 10 Courses HS Diploma</b>
<b>The Matrix Multiple Pathways toward a High School Diploma</b>	<b>English – 40 Credits</b> <input type="checkbox"/> Eng 9AB <input type="checkbox"/> English 10AB <input type="checkbox"/> Eng. Compos. <input type="checkbox"/> Amer. Lit. <input type="checkbox"/> Mod. Lit. <input type="checkbox"/> Eng. Elect. <b>Math – 30 Credits</b> <input type="checkbox"/> Int. Math I AB <input type="checkbox"/> Int. Math II AB <input type="checkbox"/> Int. Math III AB <b>Social Sci – 30 Credits</b> <input type="checkbox"/> World Hist AB	<b>English – 40 Credits</b> <input type="checkbox"/> Eng 9AB <input type="checkbox"/> English 10AB <input type="checkbox"/> Eng. Compos. <input type="checkbox"/> Amer. Lit. <input type="checkbox"/> Mod. Lit. <input type="checkbox"/> Eng. Elect. <b>Math – 20 Credits</b> <input type="checkbox"/> Int. Math I AB <input type="checkbox"/> Int. Math II AB <b>Social Sci – 30 Credits</b> <input type="checkbox"/> World Hist AB <input type="checkbox"/> US Hist AB	<b>English – 30 Credits</b> <input type="checkbox"/> Eng 9AB <input type="checkbox"/> English 10AB <input type="checkbox"/> Eng. Compos. <input type="checkbox"/> Amer. Lit. <b>Math – 20 Credits</b> <input type="checkbox"/> Int. Math I AB <input type="checkbox"/> Int. Math II AB <b>Social Sci – 30 Credits</b> <input type="checkbox"/> World Hist AB <input type="checkbox"/> US Hist AB <input type="checkbox"/> US Government	<b>English – 10 Credits</b> <input type="checkbox"/> Eng. Compos. <input type="checkbox"/> Amer. Lit. <b>Math – 10 Credits</b> <input type="checkbox"/> Int. Math I AB <b>Social Sci – 15 Credits</b> <input type="checkbox"/> US Hist AB <input type="checkbox"/> US Government <b>Personal/Career Dev – 15 Credits</b> <input type="checkbox"/> Success Seminar

<p><b>All core content area (Eng, Math, Sciences, and Social sciences) courses will meet A-G eligibility</b></p>	<input type="checkbox"/> <i>US Hist AB</i> <input type="checkbox"/> <i>US Government</i> <input type="checkbox"/> <i>Economics</i> <b>Sciences - 20 Credits</b> <input type="checkbox"/> <i>Biology AB</i> <input type="checkbox"/> <i>Chemistry AB</i> <input type="checkbox"/> <i>Marine Bio AB</i> <b>Foreign Lang. – 20 Credits</b> <input type="checkbox"/> <i>Spanish 1 AB</i> <input type="checkbox"/> <i>Spanish 2 AB</i> <b>Visual/Perf Arts – 10 Credits</b> <input type="checkbox"/> <i>Digital Imaging AB</i> <b>Personal/Career Dev – 20 Credits</b> <input type="checkbox"/> <i>Success Seminar</i> <b>Electives – 40 Credits</b> <input type="checkbox"/> <i>Advanced courses within A-G areas including dual enrollment</i>	<input type="checkbox"/> <i>US Government</i> <input type="checkbox"/> <i>Economics</i> <b>Sciences 20 Credits</b> <input type="checkbox"/> <i>Biology AB</i> <input type="checkbox"/> <i>Chemistry AB</i> <b>Personal/Career Dev – 20 Credits</b> <input type="checkbox"/> <i>Success Seminar</i> <b>Arts/Foreign Lang. – 20 Credits</b> <input type="checkbox"/> <i>Spanish 1 AB</i> <input type="checkbox"/> <i>Digital imaging AB</i> <b>Gen. Electives – 20 Credits</b> <input type="checkbox"/> <i>Advanced courses or dual enrollment</i>	<input type="checkbox"/> <i>Economics</i> <b>Sciences 20 Credits</b> <input type="checkbox"/> <i>Biology AB</i> <input type="checkbox"/> <i>Chemistry AB</i> <b>Vis Arts/For. Lang./Personal/Career Dev. – 30</b> <input type="checkbox"/> <i>Digital Imaging AB</i> <input type="checkbox"/> <i>Spanish 1 AB</i> <input type="checkbox"/> <i>Spanish 2 AB</i> <input type="checkbox"/> <i>Success Seminar</i>	<p>Preparation for equivalency exams will be provided.</p> <p>California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate.</p>
	<p><b>Total Credits</b></p>	<p><b>210</b></p>	<p><b>170</b></p>	<p><b>130</b></p>
<p><b>Required Exam</b></p>	<p>None</p>	<p>None</p>	<p>None</p>	<p>HiSET TASC GED 2014</p>

**CREDIT RECOVERY OPPORTUNITIES**

The Matrix is, in essence, a credit recovery school, thus every course at the Matrix represents a credit recovery opportunity.

**HOW THE SCHOOL WILL INSURE THAT TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS**

Upon enrollment, a thorough analysis of the student’s transcripts will be conducted by the guidance/college counselor to establish where the student is regarding graduation and A-G compliance. This process is essential in ensuring that students graduate eligible for financial aid for college. The Matrix will help all students eligible for graduation to complete college applications and the FAFSA process.

**WASC Accreditation**

Once approved, an initial WASC accreditation application will be submitted for an initial visit during Year 1 of the Charter school. The Matrix will be a fully accredited school by WASC.

**Notification to Parents and Students of the Transferability of Courses**

The Matrix will offer A-G course requirements for UC and CSU and will be accredited by the Western Association of Schools and Colleges (WASC). As a charter school, the Matrix will maintain accreditation from WASC and offer courses that meet the A-G university requirements. The Matrix will work with the UCOP staff to establish and maintain a course list for the independent charter school and will apply to

the UC Board on Admissions and Relations with Schools Committee, as necessary, for new course approval.

All parents and students will be notified that the Matrix is WASC accredited and thus courses are transferable to other public schools and offers A-G college requirements (Ed. Code § 47605(b)(5)(A)(iii).), and thus courses meet college entrance requirements, in the following ways: social media, summer mailings, school brochures, parent information nights, fall recruitment nights at feeder middle schools, updated website and our newsletters to the community. All documents are translated to meet the needs of non-English speaking households.

**ACADEMIC CALENDAR AND SCHEDULES**

**MINIMUM INSTRUCTIONAL MINUTES ASSURANCES**

The Matrix is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by certificated teachers: 64,800 minutes.

**SAMPLE STUDENT SCHEDULES – MEETING STUDENTS WHERE THEY ARE**

As we have emphasized, at The Matrix, students will have widely varying schedules, personalized to meet their individual needs. As an Independent Study school, we enable greater flexibility for students to meet demands on their time outside of school, including jobs, caring for their own children or siblings, helping their families and more. Each student’s Education Team will design – and regularly update – a Personal Success Plan (PSP) that adapts to the students’ needs to ensure his/her success in meeting both short and long term academic and personal goals. The following are some samples that are intended to illustrate the ways in which our unique program will work for different types of students, but the options are by no means limited to these examples.

**Student A** - 17 year-old student teen parent who dropped out, has 10<sup>th</sup> grade credits that meets grade-level A-G requirements thus far and has a goal to go to a 4-year college, but she needs flexibility to care for her baby. She is able to come to the Success Center 2-3 days out of the week. Courses: American Lit., Integrated Math II, U.S. History A, Biology A, Success Seminar, LACC General Arts Course. Her Personal Success Plan details daily DP.net check-ins with individual teachers for each class, along with weekly in-person check-ins with the Guidance/College counselor, PSW (extra socio-emotional-financial support for young mom), and twice weekly Success Seminar attendance/check-ins with her Success Seminar Teacher.

**Matrix Success Center Programming (Sample)**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30 AM	Breakfast Success Seminar	Student works independently from home with check-ins via DP.net.	Breakfast Success Seminar	Student works independently from home with check-ins via DP.net.	
8:30-10:00 AM	ELA workshop		ELA workshop		Biology Lab/Workshop
10:00-12:00 PM	Integ. Math II workshop		Integ. Math II workshop		History Survey
Lunch	Meet with Guidance/College				

	Counselor (12:30-1:00)			
1:00-2:30 PM	Tutoring		Tutoring	Tutoring
2:30-4:00 PM	LACC General Arts		LACC General Arts	Meet with PSW (2:30-3:00)
4:00-6:00 PM				

**Student B** - 18 year-old student coming out of juvenile camp for 4<sup>th</sup> time in last 3 years with low credits but average academic skills, states that he just wants his HS diploma and to go work; also states that he likes technology. Currently employed at local car wash. Able to attend school most days of the week. Courses: Contemporary Composition, Integrated Math I, World Hist A, Biology A, Success Seminar. Student wants to take the HiSET (*California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in some instances, for the purpose of receiving a California High School Equivalency Certificate.*) and will start taking the other courses under that path. Daily DP.net check-ins with individual teachers. Weekly check-ins with Guidance/College Counselor (to provide extra support with incarceration transition), Career/Employment Counselor, PSW, and Success Seminar Teacher.

**Matrix Success center Programming (Sample)**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30 AM	Breakfast Success Seminar	Breakfast Guidance Counselor; PSW	Breakfast Tutoring	Breakfast Counseling	DP.net (Daily) Online Support
8:30-10:00 AM	Integ. Math I workshop	Career Instruction (Lynda.com and GED HiSET prep)	Integ. Math I workshop	Career Instruction (Lynda.com and GED HiSET prep)	
10:00-12:00 PM	ELA workshop	Biology Lab/Workshop	ELA workshop	History Survey	
	DP.net (Daily) online support	DP.net (Daily) Online support	DP.net (Daily) Online Support	DP.net (Daily) Online Support	
1:00-2:30 PM					
2:30-4:00 PM					
4:00-6:00 PM					

**Student C** - 17 year-old student in foster care with low credits and low skills and on probation. Student has been to 4 high schools already due to ongoing drug abuse issues, currently mandated by court to attend rehabilitation and therapy program 2 days out of the week. Foster parent and student agree that a diploma satisfying the AB216 requirements is what works for them at this time. Courses: English 10A, World History B, Chemistry A, Integ. Math I, Success Seminar. Daily DP.net check-ins with individual teachers. Weekly check-ins with Guidance/College Counselor (to establish trust and continuity given the foster history), PSW, and Success Seminar teacher.

**Matrix Success center Programming (Sample)**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30 AM	Breakfast Success Seminar	Breakfast Counseling (Guidance Counselor and PSW)	Breakfast Tutoring/Counseling	DP.net (Daily) Online Support	DP.net (Daily) Online Support
8:30-10:00 AM	Integ. Math I Workshop	ELA Workshop	Integ. Math I Workshop		
10:00-12:00 PM	Career Dev./Explor. Tutoring	Tutoring	Career Dev./Explor. Tutoring		

<b>Lunch</b>					
<b>1:00-2:30 PM</b>	ELA Workshop	Chemistry Lab/Workshop	History Survey		
<b>2:30-4:00 PM</b>	DP.net (Daily) Online Support	DP.net (Daily) Online Support	DP.net (Daily) Online Support		
<b>4:00-6:00 PM</b>					

**Student D** - 18 year-old student working full-time who was to graduate from local school a year earlier but dropped out due to need to help family financially. Student is missing 7 senior courses, would like to finish HS and move onto LACC at some point. Full Diploma Plan. Can participate in on-site Success Center learning only on his day off from work, Tuesday. Courses: Economics, Expo. Composition, Chemistry B, Integ. Math III, LACC Intro to Psych (Elective), Success Seminar. Daily DP.net check-ins with individual teachers. Weekly check-ins with Guidance/College Counselor, and Success Seminar Teacher.

**Matrix Success center Programming (Sample)**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30-8:30 AM</b>	DP.net (Daily) online support	Breakfast Success Seminar	DP.net (Daily) Online Support	DP.net (Daily) Online Support	DP.net (Daily) Online Support
<b>8:30-10:00 AM</b>		Chemistry Lab/Workshop			
<b>10:00-12:00 PM</b>		Economics			
<b>Lunch</b>		Guidance/College Counselor Check-In			
<b>1:00-2:30 PM</b>		Expo. Composition Workshop			
<b>2:30-4:00 PM</b>		Integ. Math III Workshop			
<b>4:00-6:00 PM</b>		LACC Intro to Psych			

**Year-Round Access and Resources – Matrix Success Centers**

The academic calendar for the Matrix is designed for maximum flexibility and accessibility for all students throughout the year. The goal is to provide access to students on a year-round basis within two staggered calendar tracks of 180 days each, based on when the student enrolls. Students enrolling in July/August will complete their school calendar by the end of April, yet can still continue to access teachers, counseling, and other Matrix Success Center resources through the end of June. Similarly, while students enrolling in the traditional Fall semester time frame ending their school year in June, can still continue accessing the Matrix Success Center throughout the summer.

**Matrix for Success Academy 2018 - 2019 Calendar**

<b>TRACK A - STARTS 7/5/18 THROUGH 4/30/19= 180 SCHOOL DAYS</b>
<b>TRACK B - STARTS 8/27 THROUGH 6/21/19 = 180 SCHOOL DAYS</b>
<b>HOLIDAYS / SCHOOL CLOSED</b>
<b>TRACKS A AND B IN SESSION</b>

JULY - A19							AUGUST - A22, B4							SEPTEMBER - A17, B17							OCTOBER - A22, B22							NOVEMBER - A16, B16							DECEMBER - A10, B10						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
					1			1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4							1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
30	31																																31								

JANUARY - A18, B18							FEBRUARY - A19, B19							MARCH - A20, B20							APRIL - A17, B17							MAY - B22							JUNE - B15							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
	1	2	3	4	5	6					1	2	3					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5							1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	

**Schedules – Personalizing and programming for Success through Master Agreement**

As detailed above, every student will have an individualized Master Agreement (MA) that will be based on agreed upon HS Diploma Path that meets the requirements of the California Education Code 51747. The Matrix Success Centers will be open from 7:30AM to 6:00PM Monday through Friday and students will be welcome to come to on-site to complete work even when they are not scheduled for workshops or in-person check-ins. (Counseling and support staff schedules will be staggered to ensure appropriate staffing of each Success Center for these extended hours.) Programming will be flexible and based on needs of student body, with underlying assumption that all students will connect with their teachers daily online and come to the a Success Center at least one day per week.

Teacher time will be scheduled to ensure time for leading scheduled workshops and their designated Success Seminar sessions (some teachers will lead Success Seminars more frequently each week than others), as well as ample time for one-on-one online check-ins with their students daily. Some courses will offer multiple workshop blocks throughout the week to accommodate different cohorts of students (e.g., those who need just once weekly success center-based sessions versus those who need more frequent on-site learning). Teachers will each be assigned tutoring blocks, during which time they may help tutor students in subjects other than their own specialty. The remainder of the time, teachers will be working to update student assignments through DP.net, grading assignments turned in, and having in-person and online check-ins with students and supervising tutors.

**INSTRUCTIONAL DAYS AND MINUTES**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
9	Yes	180	360							180	64800	64800	0
10	Yes	180	360							180	64800	64800	0
11	Yes	180	360							180	64800	64800	0
12	Yes	180	360							180	64800	64800	0

### Instructional Minutes in a Non-Classroom Based Charter School

<http://www.cde.ca.gov/sp/cs/as/csncbadaltr04.asp>

*“CCR Section 11960, which can be found by searching the California Code of Regulations (CCR) defines "attendance," for use in calculating charter school ADA, as occurring when "charter school pupils are engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools" - with the provision that "no charter school pupil may generate more than one day of attendance in a calendar day." To those provisions, then, EC Section 51747.5(b) in effect adds the requirement that the amount of work done by the student on a day of nonclassroom-based independent study attendance must have a time value, judged as required, of at least one day. The minimum amount of work necessary to constitute a charter school day of nonclassroom-based independent study attendance is within the charter school's and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes. Any amount of work done beyond the minimum on that day generates no further ADA credit. The central elements of the audit trail for charter school nonclassroom-based independent study ADA, then, are (1) the calendar showing which days are school days and (2) contemporaneous records for each student identifying clearly each school day in that calendar on which the student "engaged in [required] educational activities" to an extent sufficient to constitute at least one day of time value. Charter schools annual calendar must meet or exceed 175 days in any fiscal year in order to generate full apportionment credit, unless the charter school has a State Board of Education approved waiver. In addition, EC Section 47612.5 requires charters to "offer at a minimum, the same number of minutes of instruction set forth in EC Section 46201 for the appropriate grade levels."*

### **TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

#### **QUALIFIED TEACHER RECRUITMENT - HIRING PROCESS AT THE MATRIX**

While a highly qualified teacher is important, a teacher who is truly willing to work with the most vulnerable and confront poverty head on is even more crucial; therefore Matrix will recruit teachers with content area expertise, but equally important, teachers committed to eradicating poverty by reaching the most vulnerable youth.

The interview process at the Matrix will consist of multiple levels and a variety of stakeholders that share the vision for the Matrix. It is important to our school that the hiring process is a collaborative effort that includes the administration, school leadership team, teachers, students and parents. The Principal (with input from the Guidance/College Counselor) arrives at his/her first decision regarding candidates to pursue using a typical vetting system of examining an applicant’s resume, transcripts, cover letter and any letter of recommendations. The Principal examines these documents to determine

the interest level and suitability of the candidate to the school's mission, not just based on the applicant's qualifications and experience. The following details the hiring process for The Matrix:

- I. Recruitment through Edjoin, local colleges, word of mouth
  - a. Posting job description
  - b. Qualifications
  
- II. 1st round going through applicants
  - a. Evaluation of applicant's qualifications
  - b. References
  
- III. 2nd round interviewing candidates
  - a. Explaining the Matrix – Principal
  - b. Explaining DP model - Principal
  - c. Goals for school culture and community – Guidance Counselor
  - d. Discuss the candidate's educational philosophy - Principal
  - e. Evaluate the candidate based on responses, aptitude and interest
  - f. Questions from students regarding classroom environment
  
- IV. 3rd round demo lesson
  - a. Coach the candidate before demo lesson
  - b. Observe the candidate as they implement the lesson with the students
  - c. Give feedback forms to students regarding the candidate's instruction, culture, and classroom discipline
  
- V. 4th round debrief
  - a. Discussion with candidates on what was effective with the lesson
  - b. What were some of the challenges of the lesson
  - c. What changes, adjustments, or modifications could they make to the lesson
  - d. What was the overall feel for the class, lesson and students
  - e. Observe how the candidate reacts to feedback
  
- VI. Admin team with input from stakeholders discussion on candidates

Based on the preceding steps, the hiring committee (Principal, Guidance/College Counselor, other teacher (as applicable)) will convene to discuss each step of the process. At that time, the committee will determine whether or not they want to offer a contract to the applicant or have another discussion with the candidate and/or demonstration lesson with the feedback or changes to the lesson.

#### **PROFESSIONAL DEVELOPMENT TO SUPPORT INSTRUCTION AND DEVELOP STRONG CURRICULUM**

The Matrix will provide 10 total full days of professional development (4 In July, 2 in January, and 4 in June) primarily during breaks in our year-round calendar. Several days will be dedicated to multi-site PD with all teachers from all Success Centers participating (as they are opened) while other days will be focused on single-site PD. We also hold bi-weekly PD for faculty for two hours each session. Our goal is to calibrate our instructional program by an extensive data review period before the Fall and the Spring semesters. In addition, embedded in bi-weekly professional development (PD) is the cyclical presentation of instructional expectations. Dedicated PD time to unpacking the instructional expectation (i.e. – Active Participation, Checking-for-Understanding, Active Prior Knowledge, Closure, etc.), develop

samples of exemplary work and practice with teacher peers, and reflection and exchange of information gathered during walkthroughs and peer observations.

**Professional Development Plan**

<b>Matrix Proposed Professional Development Plan 2018-2019</b>	
Mandated Trainings <i>(July prior to school year commencement)</i>	Blood borne pathogens Sexual harassment Child abuse Matrix policies and procedures
Data Analysis	Using School Pathways (where to find information about students) Attendance reporting/data Report Cards Grade calibration Matrix student survey results NWEA scores SBAC scores ELPAC scores SWIS data (referrals, analysis of student misbehaviors) SpEd students (Understanding and implementing accommodations) EL students (Understanding EL levels and appropriate supports)
PBIS	Restorative Practices, Mediation, Promoting Supportive Classroom communities Team building (staff)
Instruction	EDI model strategies of active participation (Checking for Understanding, pair share, non-volunteers, whiteboards) Effective instruction strategies and differentiation for EL learners Effective instruction strategies and differentiation for SpEd learners Effective instruction strategies and differentiation for GATE learners Effective instruction strategies using chrome books Naviance (college/career lessons) Khan Academy (concept & test prep) Vertical alignment of curriculum by departments Reflective Writing
Diploma Plus	Competency Rubrics Authentic Assessments Annual Portfolios

**MEETING THE NEEDS OF ALL STUDENTS**

Despite the many strengths of the school's programs, additional support may be necessary when students are not making satisfactory academic progress. On those occasions, the Student Success Team (SST) will ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal (and in later years as Success Centers are added, Assistant Principals at Sites 2 and 3), who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

The SST process begins by reviewing the student's progress and clarifying the student's strengths and other known background information, and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after an action plan has been prepared and agreed upon which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successfully implementing these interventions. Following the implementation of an SST plan and follow up, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed.

#### **ENGLISH LEARNERS**

Targeting of English Learners with the instructional structures in place (NWEA, ELD standards, Common Core SS, DP Competencies, rubrics, portfolio, success seminar, etc.) has proved effective in increasing student proficiency and achievement. While much needs to be done, we believe that consistency and adherence to the research by *Robert Marzano (2006)*, *Jeannie Oakes (1999, 2008)*, *Linda Darling-Hammond (1997)*, and *Pauline Gibbons (English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone. 2009. Portsmouth, NH: Heinemann Publishing)* will yield higher student achievement. The Matrix will implement a Master EL Plan to meet the needs of EL students in an IS environment, adopted by its Governing Board, attached to this charter petition.

#### ***EL Programs for Language Acquisition***

**Structured English Immersion (SEI) Program – CELDT (or ELPAC Equivalent) Scores: Beginning, Early Intermediate, & Intermediate :** This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible.

**English learner students scoring at levels 1 and 2 on CELDT/ELPAC will participate in the SEI program** and will be scheduled (based on individual circumstances) to attend a minimum of two weekly ELA workshops. The ELA teacher will, to the extent possible, schedule the SEI program with as many of the students scoring at levels 1 and 2 as possible for dedicated ELD instruction and support utilizing proven pedagogy included within this plan: SDAIE and EDI.

#### **Structured English Immersion Program (SEI) Levels 1 and 2 – Accessing Content and Instruction**

Structured scheduled ELA Workshops for ELD	1:1 Chromebook Initiative	DP.net App	Curriculum & Resources
- Required structured ELD instruction weekly (individual circumstances to be considered). SDAIE and EDI pedagogy used.	-Chromebook extensions Lingualia and Language Immersion extensions added (Content and materials are translated both orally and digitally in real time)	-With added chromebook extensions ALL curriculum libraries, assessments and rubrics within DP.net and teacher virtual classrooms are accesible in native languages.	-CA ELA/ELD standards (The “What”) -Diploma Plus ELD Competencies (The “How”) -High Point (Grades: 6-12) -Rosetta Stone k-12

Following are the components of this program:

Grades 9-12:

- Explicit ELD: Structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Explicit Direct Instruction (EDI) methodologies during scheduled ELD workshops (considering student’s individual scheduling circumstances) . Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials. In addition, our 1:1 chromebook initiative along with our adopted Rosetta Stone curriculum can be accessed both online and offline,
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/EDI strategies and supplemental materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- Primary Language Support: Primary language support will be used only to motivate, clarify, direct, support, or explain.
- Other:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments with assessment rubrics in all classes that give students opportunities to practice writing and editing in English
  - Tutoring

**English Language Mainstream (ELM) Program – CELDT (or ELPAC equivalent) Scores: Early Advanced & Advanced Levels 3, 4, 5:** The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

Following are the components of this program:

Grades 9-12:

- Explicit ELD: Structured ELD program will be provided through designated and/or integrated ELD instruction (online and site-based) aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.

- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/EDI strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - Tutoring

### **Meeting ELD Mastery through DataWORKS' Explicit Direct Instruction (EDI)**

As noted above, Explicit Direct Instruction (EDI) is a strategic collection of instructional practices that, when combined, help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students. EDI is based on the teacher-centered, direct instruction philosophy that has proven effective especially for English Learners and low-achieving students.

### **Using ELPAC to Support English Proficiency**

ELPAC data (and previous CELDT test data, where available) will let us know what level the students are currently in their language acquisition. We will then conference with the students based on their score and see how we can help them become reclassified. If students do well on the ELPAC and NWEA-MAP exams but are failing classes, we know there is a gap between their proficiency and their classroom engagement. If the opposite is true, we see there is a gap between subject engagement and test-taking abilities. The conversations are not just about reclassification--they are chances for personalized attention and practice in communicating in English about a complicated process with an adult.

ELs will be continuously monitored through assessments for English language development and academic progress. They will also be assessed with the NWEA-MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics at least three times during the school year.

Both admin team and teachers will be able print reports per class that indicate the student performance relative to other students in the nation, their Lexile score (NWEA Reading test provides for each student), the time the test took, and the standards strands that can be taught to the student's zone of proximal development. Teachers will use these reports in several ways.

First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Thirdly, teachers can measure the investment of confidence of the student by tracking how long the test takes to complete compared to the score and the growth of the student over time. This allows for a level of personalization to each student that goes beyond the CELDT exams.

### **Meaningful EL Access to Full Curriculum**

The Matrix will provide ELs with full access to curriculum by placing them in our full inclusion/mainstream model (ELM). We strongly believe in the concept of “high challenge, high support” as our instructional approach to English Learners as delineated by Pauline Gibbons and her 7 *Intellectual Practices*. We will provide our teachers with Professional Development on a plethora of EL-directed instructional strategies: EDI (Explicit Direct Instruction), real-time data collection with active participation and checking for understanding, competency-based education, and portfolio presentations. These put together help create a meaningful connection to the curriculum.

As they develop their skills, teachers will be able to monitor the progress of EL students in on-site activities based on their participation in simultaneous activities that allow for data collection before the lesson is over. Students are asked to do various activities and through a scan of the room, the instructor can tell which students are on board and which students need extra teaching or support. Explicit direct instruction is a clear lesson plan model that systematically takes students through modeling and guided practice, slowly releasing them to do independent work. With online learning, teachers will utilize frequent assessments as well as one-on-one check-ins (via phone, skype, email) to engage student comprehension.

Students will frequently engage with the vocabulary in the classroom and online learning through various activities in the classroom and online.

EL Students - Accessing Online Learning, Content and Instruction		
1:1 Chromebook Initiative	DP.net App	Curriculum & Resources
-Chromebook extensions <i>Lingualia and Language Immersion extensions added (Content and materials are translated both orally and digitally in real time)</i>	-With added chromebook extensions <i>ALL curriculum libraries, assessments and rubrics within DP.net and teacher virtual classrooms are accessible in native languages.</i>	-Through our Diploma Plus Learning Platform students Access CA ELA/ELD standards (The “What”) and Diploma Plus ELD Competencies (The “How”) -Rosetta Stone k-12 <b>Language Training</b> creates an environment to speak, listen, read and write by intuitively associating sounds and images with new language meaning, without translations, grammar drills or rote memorization. <b>Live Tutoring</b> provides opportunities to enroll in a series of guided, interactive immersion sessions to practice and refine what you've learned in Language Training. <b>Games &amp; Activities</b> is an inviting, online environment allowing you to connect and play with other motivated language learners. You can engage in several immersion activities like games, voice chat, and read stories written to be understood at your level.

Repetition aids in pronunciation, the quizzes, pair share, are low-stakes opportunities to show knowledge, and the whiteboards give students time to process their answers and show them to the teacher.

Students will transform what they have learned into a different form for use in a new context or for a different audience using portfolio presentations and authentic assessments. These provide the following advantages:

- Authentic Assessments
- Connect to the students own lives
- Put learning in context

- Require personal investment
- Portfolio presentations require students to
- Discuss progress in each class with key authentic assessments
- Use the vocabulary of the discipline in a meaningful context
- Reflect on their progress with a known and unknown adults

Students will engage in substantive conversation by the Think-Pair-Shares that require every one of them to interact with subject material at every level, from basic repetition and comprehension to more advanced analysis and synthesis. The teacher will explicitly choose students to speak and be spoken to, and prompt them with a question that must be asked before it can be answered. This small technique primes the students for conversation, and the level of complexity of questions can be adjusted throughout the school year as the semester advances.

### **Monitoring progress of ELs and RFEPs**

English Learners and Reclassified (RFEP) will be monitored on a continuous basis throughout the school year. After identifying our ELs, their CELDT/ELPAC history and progress will be noted, as well as academic and test score history from previous schools the student attended. At several key points in the school year, our ELs are evaluated for possible reclassification:

- After the Fall NWEA tests are administered in mid-September, any EL who has been identified as a possible RFEP based on Reading scores of 220 or higher is evaluated and reclassified, if eligible.
- At the end of the Fall semester, usually mid-December or early January, ELs who have been identified as possible RFEPs based on English grades are evaluated and reclassified, if eligible.
- Early in the Spring semester, after Winter NWEA testing is completed in February, any EL who has been identified as a possible RFEP based on Reading scores of 220 or higher is evaluated and reclassified, if eligible.
- At the end of the school year, once final grades are submitted, state-mandated testing is complete, and end-of-year NWEA testing has taken place in June, all ELs are evaluated again and reclassified if eligible.

Throughout this process, teachers will be made aware of any EL student who is nearing eligibility for reclassification, and act as partners with administration to help push our EL students to achieve eligibility for reclassification.

### **EL Program Evaluation**

The school will evaluate the EL Programs through the tracking the data points in the chart below. As an admin team, we will meet at the end of each semester to compare growth data inter- and intra-year. The ELPAC will give us a starting point to identify the relative levels of each EL and give us information about who we receive yearly. We will look at the RIT (ready to learn) scores of the NWEA-MAP tests in September, February, and June, and the teacher created assessments throughout the year to track steady growth for ELs. The NWEA-MAP exam is especially key as it does not track their achievement; it tracks their readiness to learn at any given level, giving us truer sense of how the ELs are improving compared to themselves and therefore guiding our instruction. Their final report cards will also be compiled and compared to non-EL students.

Between years, in June, Matrix instructional staff will look at the scores from portfolio presentations and Smarter Balanced testing to see how students improve from one year to another and across all grade levels. The success of these data points will allow us to evaluate what aspects of our program are

working and which need more attention. These conversations then guide the professional development given to the teachers.

Beginning of Year	End of Unit/Quarterly	Year-End
<ul style="list-style-type: none"> <li>• NWEA-MAP</li> <li>• ELPAC</li> <li>• Authentic Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Course Authentic Assessments</li> <li>• Progress Reports with Grades and Teacher Comments</li> <li>• NWEA-MAP</li> </ul>	<ul style="list-style-type: none"> <li>• Smarter-Balanced Test</li> <li>• NWEA-MAP</li> <li>• Course Authentic Assessments</li> <li>• DP Portfolio Presentation</li> <li>• Report Cards</li> </ul>

### Monitoring progress of Long Term English Learners (LTELs)

Guidance counselors will play a key role in the long-term monitoring progress of LTELs. They review all progress and final report cards, paying specific attention to ELs. They then call in parents to discuss the report cards and create academic contracts for students who are in need of more support. Teachers are informed of the contracts and provide tutoring and additional help for the students.

### Integrated EL Support Instructional Framework

The Matrix’s innovative implementation of the Diploma Plus Competency-based instructional model, will allow our teachers to meaningfully develop authentic assessments and rubrics that challenge EL students to show that they can and have attained proficiency within the CA ELD standards. This curricular alignment and planning are complemented with the integration of proven instructional strategies and practices, SDAIE and EDI.

#### Instructional Planning (WHAT)

#### Authentic Assessment Planning (HOW)

#### Instructional Delivery (Teach)



The sample rubric below displays the various performance levels, practically allowing EL students entry into learning and achievement at the level they may be. The use of explicit rubrics with all assessments throughout a student’s course load is uniformed and communicates exactly what a student needs to show to attain the desired level of language proficiency within any assignment or authentic assessment.

DP Competency	Absence of Evidence 0	Emerging (Remember) 1	Capable (Understand/Apply) 2	Bridging (Analyze) 3	Proficient (Evaluate) 4	Advanced (Create) 5
<b>ELL02. Expressive Communication:</b> Present information, concepts, and ideas on a variety of topics in spoken and written form in the English language.		Use a variety of familiar words, phrases, idiomatic expressions and complete sentences in different contexts.	Demonstrate an ability to use the language to express basic information about common events.	Provide information and communicate opinions and preferences with peers.	Critique own written and oral communication.	Use language to acquire goods, services and information; to respond to text; and to creatively express concepts and ideas .

**EL Identification and Placement**

All students who indicate that their home language (reasonable doubt is always a part of the consideration) is other than English will be ELPAC tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until redesignated as fluent English proficient. The student’s cum file and CALPADS records will also be checked to verify and find existing information about the student’s EL status. The Matrix will notify all parents of its responsibility for ELPAC testing and of test results within thirty days of receiving results. The ELPAC shall be used to fulfill the requirements for annual English proficiency testing.

Process and procedures in place:

**Identification:** After a student enrolls with the Matrix, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. The student’s cum file and CALPADS records will also be checked to find existing information about the student’s EL status.

**Assessment:** Students from homes where a language other than English is spoken will be evaluated first through the Fall NWEA-MAP test to determine their level of proficiency in English. The test will be administered in the first month of the school year with results arriving in 24 hours. The students will take the ELPAC (within thirty days of enrollment and at least annually thereafter between July 1<sup>st</sup> and October 31<sup>st</sup> until re-designated as fluent English proficient), unless the school has proper documentation of the student’s re-designation as Fluent English Proficient. The ELPAC will also be used for the annual assessment of each student’s English Language Development (ELD) level, along with scores on Smarter Balanced ELA/Literacy test, Measures of Academic Progress (MAP) tests, teacher evaluation, and parent consultation.

**NWEA MAP**

NWEA-MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student’s reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate “skills reports” that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the

student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

**Parent Notification:** The School will provide all parents of ELs with required Title III notification including LEA accountability status and information regarding their children in English and the parent’s primary language unless it is not practicable. Within the first month of the school year (or thirty days of student’s enrollment,) the School will notify the parents of its responsibility for ELPAC testing, student’s prior CELDT results if available, EL identification, program placement options, student’s academic achievement level and reclassification information. The ELPAC shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student’s CELDT results within thirty days of receiving results from publisher. The School will also invite parents of students who are candidates for reclassification to attend a special meeting at the school to discuss the reclassification process and the recommended program for their children.

**Placement:** The ELPAC will be used for the initial and annual assessment of each student’s ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and MAP tests.) Depending on the assessment results, the school administration, EL Coordinator, and Guidance Counselor will determine the most appropriate placement and support strategies with the help of the student’s parents and the teachers. Determined placement will be reflected on both the academic Master Agreement (MA) and the overall Personal Success Plan (PSP). Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

Based on the ELPAC test results, basic skills assessment, teacher evaluation, parent consultation and the School team’s recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:

ELPAC Level 1 or 2	→	Structured English Immersion (SEI) Program
ELPAC Level 3, 4, or 5	→	English Language Mainstream (ELM) Program

**EL Reclassification**

**Reclassification:** The Matrix will use the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: ELPAC results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or NWEA-MAP test Reading score will be used until Smarter Balanced ELA/Literacy cut scores are released by the state, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

	Grades 9-12
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<b>Annual ELPAC Scores</b>	Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing				
<b>Basic Skills Assessment</b>	<p><b>Smarter Balanced ELA/Literacy score:</b> Performance level on ELA Smarter Balanced within the following range: <b>2515 - or Higher</b>; this performance scaled score represents the midpoint of performance band “Standard Nearly met” or higher.</p> <p>OR</p> <p><b>NWEA-MAP score:</b> Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of:</p> <table border="0"> <tr> <td>Grade</td> <td>Fall score OR Winter/Spring score</td> </tr> <tr> <td>9-12:</td> <td>220 in any testing season for that year</td> </tr> </table> <p>*www.nwea.org</p>	Grade	Fall score OR Winter/Spring score	9-12:	220 in any testing season for that year
Grade	Fall score OR Winter/Spring score				
9-12:	220 in any testing season for that year				
<b>Teacher Evaluation</b>	Assigned IS ELA teacher and/or the Language Appraisal Team (teacher, administrator/designee, counselor, etc.) evaluates student performance and concurs with the recommendation to reclassify. A current passing grade in English Language Arts/English/ELD class is one criterion, but not a requirement for reclassification. The following multiple measures may also be considered: ELA SBA Scores, progress report/report card grades in equivalent ELA/ELD courses, authentic student work samples, especially writing samples.				
<b>Parent Consultation and Notification</b>	Parent/Guardian concurs with the recommendation to reclassify.				

Reclassified students are monitored for a period of at least two years. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies.

The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

The Matrix will adhere to its adopted English Learner Master Plan.

**GIFTED/ACADEMICALLY HIGH-ACHIEVING**

Gifted and academically high-achieving students will be identified by several methods such as SBAC/NWEA scores, Grades, Gifted and Talented Education (“GATE”) and recommendation from counselors and/or teachers. We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary possibilities. Students designated as gifted and talented will be dual-enrolled in local community college courses where they are challenged among their peers as a method of differentiated instruction. Within our instructional program and DP Phase progression, it is possible for our gifted students to graduate from high school in three years.

Additionally, counselors and classroom teachers assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring,

and internship/community College courses that meet their needs for demanding instruction. Counseling for low-achieving gifted students will continue to be implemented to encourage maximum engagement and student achievement and satisfaction within the Matrix. Students who are designated gifted and are earning below satisfactory progress reports will be referred for intervention as needed.

DP competency-based instructional program and its assessment rubrics affords the opportunity for our gifted students to expand and go beyond the basic proficiency and onto an advanced performance within every competency-based/Common Core standards-aligned authentic assessment. To achieve an advanced within our assessment rubrics a student must demonstrate they can create, design, develop, formulate, hypothesize, and synthesize the information that was presented by the teacher into their own project.

#### **STUDENTS WITH DISABILITIES**

See District Required Language. Independent study charter schools must enroll all students who meet the enrollment requirements set in their charter. EC Section 47605(d)(2)(A). For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP.

#### **ACADEMICALLY LOW-ACHIEVING**

As detailed above, a significant number of our students will enter the Matrix having previously been “academically low-achieving” as evidenced by grades and credits earned, drop out status, etc. Upon enrollment and prior to programming, our counseling staff closely examines all transcripts and academic history for verification of low achievement. Throughout their enrollment at the Matrix, counselors and faculty will review grades at least every two weeks during check-ins with each student (and often far more frequently); this process will facilitate the identification of students needing additional intervention and support. Conferences are set up by counseling staff with students, parents and teachers to develop intervention plans and timelines. On-going monitoring through each student’s Personal Success Plan (PSP) and Master Agreement occurs after every grading period by both counselors and Success Seminar teachers (akin to Advisors), and plans are revised and/or expanded according to needs and new data. Understanding the individual needs of each student and their family and how this is affecting low-achievement is done with students all year long on a daily basis through our personalized approach.

For example, the Matrix will implement appropriate school-wide Math intervention using data gathered from NWEA MAP testing (twice annually), combined with targeted practice using Khan Academy. NWEA has developed a database of specific skills on Khan Academy’s website (which are aligned to CCSS), tied to each subset of Math measured by MAP testing. During Success Seminar, each student will have dedicated time to work on Math skills identified as areas of opportunity during MAP testing. Teachers and administrators will have access to student activity on Khan, and will monitor and assign targeted practice based on identified student needs. In addition to regular practice, students are required to reflect on their progress and the challenges they face in strengthening their skills using the Khan Academy website.

The Matrix will also implement a school-wide, cross-curricular intervention to address our students’ areas of opportunity in Reading. This intervention will consist of a focus on literacy across content areas, emphasizing the importance of literacy as a basis for all learning, using our students’ NWEA MAP scores to inform instruction in all classrooms. The student’s NWEA score is linked to a corresponding CA

ELA common core standard, thus allowing targeted interventions and differentiation of curriculum and instruction where the student is.

Interventions and additional supports will include: scheduling additional on-site support (where feasible in the context of the student's commitments and obligations outside of school) and more frequent and longer check-ins with teachers and counselors; tutoring; revisions to curriculum (additional scaffolding, remediation on specific skills, etc.) and curriculum pacing; revised course schedules.

The Diploma Plus standards-aligned and competency-based system addresses the systemic inequities in instruction and meets the needs of all students, especially those students who are under-performing. This is our best protocol to support low-achieving students; students hear a clear expectation (rubric) of what is needed to be done; then have the ability to work toward proficiency with support and non-judgement (flexibility on time).

### **SOCIOECONOMICALLY DISADVANTAGED**

*Understanding and Working with Students and Adults from Poverty* by Ruby K. Payne, Ph.D. (2003. Retrieve from *aha! Process, Inc.*: [www.ahaprocess.com](http://www.ahaprocess.com)) is the basis of the Matrix's belief on how to best work with socioeconomically disadvantaged students. Payne (2003) states that "students from generational poverty need clear expectations to build cognitive structures necessary for learning." She goes on to describe that the relationships that will motivate them need to be established. And last, Payne believes that the "hidden rules" in schools must be taught so they (students/families) can choose the appropriate responses they desire. Matrix's competency-based program with clear rubrics address the need of clear expectations to build cognitive structures necessary for learning. The Matrix will create the relationships Payne wants in our Success Seminar/Advisory program that is designed so teachers develop a better understanding of their students. Lastly, our counselors during their Individual Graduation Plan meetings will use our Matrix Student Guidance/Counseling Worksheet to unpack and understand the high school graduation process and post-secondary options. Socioeconomically disadvantaged students have not always been given the necessary help they required in understanding the academic school culture that contributes to success in school and at work.

The Matrix will meet student/family where they are and begin providing resources as needed to provide stability to the family system outside of school. Upon enrollment and prior to programming, our counseling staff closely examines all transcripts and academic history. Counselors actively review grades after each grading period for identification of students needing additional intervention and support. Conferences are set up by counseling staff with students, parents and teachers to develop intervention plan and timeline. On-going monitoring occurs after every grading period by both counselors and success seminar teachers, and plans are revised and/or expanded according to needs and new data. Within the Matrix the student will be given an individual achievement plan and access to community partners. A student's individual achievement plan is continuously reviewed and updated based on new information and/or change in circumstances. Both actions happen in parallel; support the physiological needs and create an individualized academic and social-emotion plan for student.

By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

## **STUDENTS IN OTHER SUBGROUPS**

The Matrix will develop partnerships with community based organizations and the County of Los Angeles for coordination of services of foster and homeless youth similar to an MOU we have already established with APEX Academy and Los Angeles County. As with AB-216, the individual needs and course credit progress of all vulnerable student subgroups (foster, homeless, probation-parolee students, pregnant teens, teen parents, and students with disabilities in alternative curriculum) starting and/or entering the Matrix at the 11<sup>th</sup> or 12<sup>th</sup> grade will be considered as programming and paths toward graduation and post-secondary plans are developed with the families. Consideration of alternative paths to graduation such as AB-216 and the CA requirements to receive a diploma from high school as laid out in Education Code 51225.3(a), will allow all our most vulnerable student subgroups to move forward toward post-secondary education and career options.

The Matrix counseling and leadership staff will regularly attend LACOE and other PD focusing on foster/homeless youth in order to keep up to date with the most current foster/homeless/pregnant minor/ probation-parole regulations and strategies being used to help these vulnerable groups. We have developed relationships with several local group homes, shelters, parole officers, city officers, judges, and prosecutors. These relationship will become a pathway for many students to find our program.

Upon enrollment and prior to programming, our counseling staff meets the adult guardian of minor students and all other adults assigned by the state and/or court (social worker, etc.) to the foster youth. Our counselors then closely examine all transcripts and academic history for verification in alignment with AB-216.

Assembly Bill (AB 216) refers to California legislation that amended section 51225.3 of the California Education Code to exempt pupils in foster care from school district graduation requirements that exceed state graduation requirements if the pupil transfers to the district, or transfers from one high school to another within a district in the 11th or 12th grade, if the pupil would not be reasonably able to complete the additional district (LEA) requirements. Approved by the Governor on October 11, 2009 and effective January 1, 2010, AB 216 requires school districts to provide notice to foster youth exempted from additional requirements if failure to satisfy such local requirements will affect the pupil's ability to gain admission to a post-secondary educational institution.

With Education Code 51225.3(a) and AB-216 in context, the individual needs and course credit progress of vulnerable students (foster, homeless, probation-parolee students, pregnant teens, teen parents, and students with disabilities in alternative curriculum) starting and/or entering the Matrix at the 11th or 12th grade will be considered as programming and paths toward graduation and post-secondary plans are developed with the families. Lead petitioners' current partnerships with LACC and LA trade Tech has allowed for extensive dual enrollment of students during high school and post-graduation, making the transition into post-secondary education and career of our most vulnerable students easier.

## **A TYPICAL DAY**

Upon arriving at one of the Matrix Success Centers on a Monday morning at 7:00 AM, you will encounter students participating in our breakfast program and checking in online as they prepare for the

start of a Success Seminar, tutoring session or counseling appointment at 7:30. Students will have their individual Chromebooks and will be checking their emails and personal Diploma Plus pages, where they have access to all of their course curriculum and communicate with their teachers and counselors.

At 7:30, as the scheduled day begins, one Success Seminar teacher may be seen counseling individual students on their academic progress and updating their Personal Success Plans while the other students work quietly online. Another Success Seminar teacher may be seen leading a basic-skills whole class session on note-taking and test-preparation. During the next block, in an Integrated Math I Workshop, the math teacher will work with a small group of students on a specific set of problems while other students complete math assignments online, then the students rotate so that teacher can then work with another group of students on a different problem set. These groupings are based on the teacher's review of student work online over the preceding days, when he has noticed groups of students struggling with specific skills. The teacher has instructed some students via dp.net to watch some additional Khan Academy lessons in preparation for today's session, while others will work through the problems slowly with the teacher. Students who have mastered the problems in question may be asked to assist their peers, helping them gain confidence in their abilities. In an ELA workshop, the teacher is leading a whole-class grammar lesson in the context of a cover letter for a resume, using EDI (direct instruction) and SDAIE strategies to help the EL students in the class comprehend. Later in the day, these EL students will meet with the ELA teacher again in a tutoring session that is focused on ELD.

In a Chemistry Lab, the teacher is facilitating small groups of students in completing an experiment they have been preparing for through formulating hypotheses and making predictions in their science journals based on reading, lectures they have watched online, and problems they have solved via short assignments over the past two weeks. In History, a group of students is preparing for a mock trial in two teams, collaboratively reviewing research their teams have prepared while off campus throughout the past week and engaging in energetic debate about which pieces they will use in their presentations of evidence and oral arguments. In an LACC on-campus General Arts course taught at the Success Center, a group of students earn credits toward both their high school diploma and future college pathway. Students are seen working on mixed media collages in a Cubist style – at home they have read about the Cubist movement and its historical significance and reviewed slides of important works, selecting one to “imitate” in class.

Throughout the day, as students rotate between assigned classes, some students leave the campus while others arrive, and students interact with a variety of different peers across traditional grade levels. During blocks when they are not teaching workshops/classes, teachers have scheduled check-ins with students who are off campus via DP.net, phone and skype, reviewing assignments, answering questions and providing mini-lessons to help students master content. Some students work on-site between assigned workshops and appointments, and spend most of their day at the Success Center. Teachers review submitted assignments, provide grades, respond to emails and refine assignments based on student pacing and mastery of the content and competencies.

In addition to core courses, throughout the day a visitor will see the Matrix's counseling team hard at work. The Guidance/College Counselor holds scheduled in-person check-ins with students throughout the day, some just brief 10 minute sessions to confirm completion of certain tasks (e.g., a test prep segment online, registering for the PSAT or SAT, reporting on research the student has done into a particular college), while other sessions are longer and involve more intensive assistance such as review of a college essay the student submitted to the Counselor online a few days earlier. Students and their

parents attend scheduled workshops led by the Guidance/College Counselor throughout the year on the college application and financial aid processes.

The Career/Employment Counselor can be seen meeting with a student to address a challenge she has encountered in her current job after she received a warning for being late to work. The Counselor then helps another student review his resume one last time before he applies for a job he is excited about that the Counselor has identified for him through a contact with a partner organization. The Counselor leads workshops throughout the day for small groups of students in basic job search skills, interview practice sessions, long-range career planning, trade school options, and “typical” workplace conduct expectations. Guest lecturers come speak with students regularly to talk about their own career paths and what their jobs entail. Towards the end of the day, the Counselor meets with a student and his parent to discuss pathways he can reasonably pursue within the current demands of his family, work and school obligations, given his passion for art/animation yet his need to earn money to help support his family.

The PSW similarly holds both brief and extended sessions with students. A new mother checks in briefly three times a week to see how she’s doing in managing the challenges of a newborn, while a student who has previously been incarcerated attends weekly hour-long counseling sessions focused on anger management as a continuation of previous counseling he has received. Another student is referred to a drug recovery program for group counseling, and family support services are commonplace referrals by the PSW in partnership with local community service and mental health agencies.

On any given day, students off-campus utilize the chromebook issued to access resources, lessons, and content through his/her DP.net page (not an actual web site, but rather the current platform name) 4-6 hours a day, completing assignments (including reading, watching video lectures, conducting research, writing, math problems, planning and reflecting on science labs, coordinating with partners and groups for projects, and more) and assessments (online quizzes and tests). For many students this work occurs during a traditional school day, while for others it occurs in the evening when children are asleep, or between work shifts.

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

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Refer to LCFF State Priorities table provided in Element 1

### **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Refer to LCFF State Priorities table provided in Element 1

## **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

The Matrix will monitor and measure student progress through a variety of assessment and growth measurement tools. In addition to state-mandated testing, including SBAC, California Science Test (CAST)/California Alternative Assessment (CAA), ELPAC, etc., the Matrix will incorporate NWEA Measures of Academic Progress (MAP) testing twice each year. Measurable outcomes and assessment tools provide key data about the efficacy of our program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual student achievement.

### **NWEA MAP SUPPORTS INDIVIDUALIZED STUDENT GOALS AND OBJECTIVES**

The Matrix will use the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as our internal assessment system to measure our Diploma Plus standards-aligned/competency-based model. The NWEA MAP provides each student with an individualized RIT score projected growth target based on students with similar backgrounds and school sites. These projected growth targets are developed using a pool of ten million students. While not all students will match our student population (lower social-economic minority students attending inner-city schools), the pool is large enough that our students are represented and therefore able to project an accurate individualized RIT growth for every student. NWEA successfully proposes realistic growth projection based on similar students in similar schools, therefore fostering the Matrix's belief of helping any student, anytime, anywhere. This level specificity helps accelerate student learning by engaging students where they currently are academically with clear goals and expectations of what each student needs to do to achieve their RIT projection. The average national RIT growth of students being assessed with NWEA is 4 RIT points per year.

All students will be assessed two times during the school year using a combination of NWEA MAP testing and state-required testing, depending on their grade level. Growth will be measured by comparing a student's scores from like testing periods, (Fall to Fall, Spring to Spring, etc.), in the key areas of Math, Reading, and Language. NWEA MAP testing measures a student's achievement level compared to millions of other students in the same grade level, as well as providing an accurate prediction of how the student will perform on state tests, including the SBAC.

The goal-setting feature enables all stakeholders - student, teacher, parent, and staff - to see a student's areas of strength and opportunity, set goals and create academic plans according to those needs, and see progress over time. NWEA MAP assessments are especially helpful with our SPED and EL subgroups, enabling our staff to provide specific support where these vulnerable students need it most.

<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Timeline</b>
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	9-12	Daily and/or weekly
Publisher-Designed Assessments (including DP.net and text/online curricula)	Assess mastery of unit/lesson content.	9-12	End of unit/end of semester or year.
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year

CAST/CAA	State Criterion-Based Assessment in Science	9-12	Once a year
NWEA MAPs	National Normed-Referenced assessment in ELA and Math	9-11	Twice a year
PSAT/SAT/ACT		9-12	
ELPAC	Measure language acquisition	9-12	Every Year

## **DATA ANALYSIS AND REPORTING**

After each round of testing, results will be compiled and analyzed by administration and teachers, looking for areas of growth, new or continuing areas of opportunity, etc. APEX Academy currently uses the School Pathways SIS, which has somewhat limited analysis capacities. If grant funding is awarded, Matrix may upgrade to a more sophisticated data platform. Data is disaggregated by subgroup to determine achievement gaps, if any. The Co-Directors and Principal perform an intensive analysis. Staff-wide PD after collection of results will be used to address the trends identified in results analysis, and adjusting instruction as necessary to meet the new and continuing needs of our students. Results will then be shared with students/parents and the Board, to discuss growth and review/adjust goals discussed previously (reporting of student achievement data includes the annual SARC and reflection/analysis as part of the annual LCAP goal setting process). Students' NWEA MAP results also trigger another review of a student's current school performance for either an intervention and/or enrichment.

The Matrix will use data from three areas tested with NWEA MAP: Math, Reading, and Language. Within each content area are specific subsets, enabling all stakeholders to see specifically where in each content area a student may need extra support or attention in order to increase academic achievement. NWEA MAP assessments are especially helpful with our SPED and EL subgroups, enabling our staff to provide specific support where these vulnerable students need it most.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

The Matrix will use competency-based and standards-aligned authentic assessments which are performance-based and are aligned with the Diploma Plus rubrics. A student may score from 1 to 5 on all rubrics; 1- emerging (approx. an "F"); 2- capable (approx. a "D"); 3- bridging (approx. a "C"); 4- proficient (approx. a "B"); 5- advanced (approx. a "A"). Grading in DP.net is based on performance on competency assessments, which are aligned with corresponding CCSS within every A-G course offered.

Progress reports will be issued every five weeks both electronically and in paper form to be mailed. It is important to note that students and parents will have access to see progress reports at all times within the DP.net learning platform. All teachers utilize the dp.net website for planning and assessment to track student academic growth; this site also serves as a grading reporting tool for the individual teacher and the school. Students and families also have access to the students' grades in each class and can track their progress through-out the year.

As a drop-out recovery school, the Matrix will not have a retention policy, as the goal is not grade promotion but course completion and actual graduation. Should a student transfer back to a traditional school, his/her grade will be determined by the number of credits completed at that point.

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

#### **RESPONDING TO INQUIRIES**

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

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

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

#### **NOTIFICATION OF THE DISTRICT**

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

#### **STUDENT RECORDS**

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

#### **PARENT ENGAGEMENT**

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

#### **FEDERAL PROGRAM COMPLIANCE**

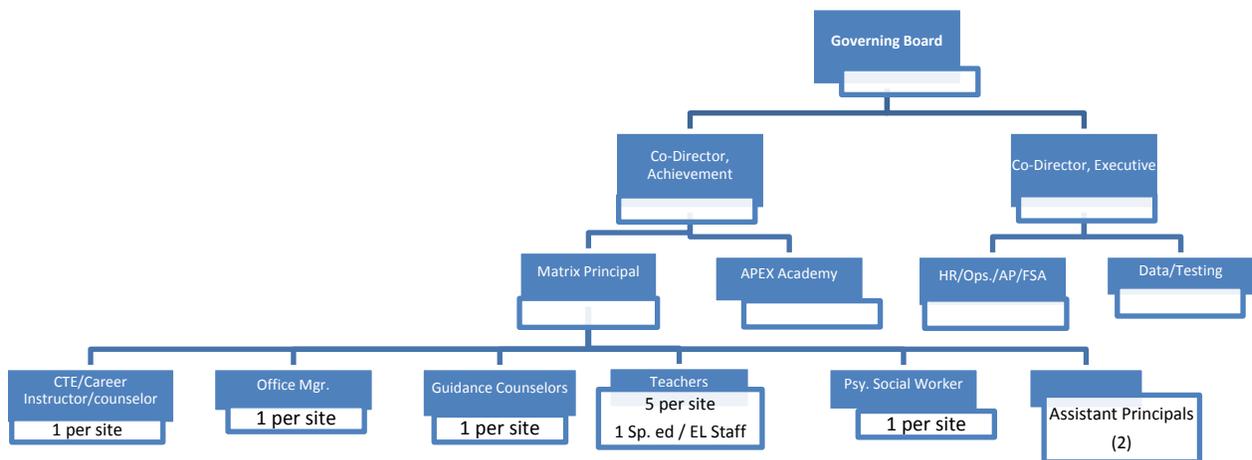
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

#### **GOVERNANCE STRUCTURE**

The Matrix will be a direct-funded independent charter school, operated by the PazLo Education Foundation (PazLo), a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law. PazLo is governed by a corporate Board of Directors (Board) who maintain active and effective governance in accordance with its Charter and its adopted corporate bylaws that shall be consistent with the terms of this charter.

**ORGANIZATIONAL CHART**

The governance structure and internal organization of participation and leadership at The Matrix is designed to ensure ongoing communication and collaboration, as well as maximize services to *Any Student, Any Time, Any Where*, with particular focus on the most vulnerable students. Each Success Center will include teaching, counseling and administrative staff, all supervised by the Matrix Principal. The Charter School will benefit from the supervision and support of an established infrastructure already in place at APEX Academy, with The Matrix Principal reporting to Co-Director, Achievement and ultimately the PazLo Education Foundation Governing Board.



**MAJOR ROLES AND RESPONSIBILITIES**

***Board of Directors***

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of The Matrix (and APEX Academy) including but not limited to the following:

- Ensure The Matrix meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Co-Directors;

- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve contractual agreements in accordance with Board policies;
- Approve and monitor the school’s annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the schools;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support the Charter School
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

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 are not in conflict with this charter or the purposes for which The Matrix is established.

PazLo has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of The Matrix any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

### ***The Co-Directors, Achievement/Executive***

The Governing Board of PazLo selects the Co-Director, Achievement and Co-Director, Executive. The *Co-Director, Achievement* provides general oversight of the school’s academic programs and reports directly to the Board. As the chief academic officer, the Director of Achievement oversees the Principals and instructional staff at both charter schools (The Matrix and APEX Academy) and is responsible for the

schools' overall performance and success in implementing the instructional program outlined in the charter petitions and fulfilling the goals stated within each school's vision and mission.

The *Co-Director, Executive* provides general oversight of the schools' operational and fiscal programs and reports directly to the Board. As the chief operational officer, the Co-Director, Executive is responsible for managing all operational/administrative staff at both charter schools (The Matrix and APEX Academy) and/or external service providers, and is responsible for the overall performance and success of both schools in implementing the operational and fiscal activities in the charter petitions and fulfilling the goals stated within each school's vision and mission.

**Together** the Achievement and Executive Co-Directors drive the charter school's programs, including financial, operational, educational operations, and strategic planning, the development and implementation of resource allocation plans (personnel, budget, priorities, and facilities), monitoring efficiencies and effectiveness of the operations and providing recommendations to the Board. Both Co-Directors work to assure compliance of assigned areas of responsibility with related regulatory requirements, Matrix goals and objectives, administrative guidelines, Board policies and directives.

### ***School Site Administrators – Principal, Assistant Principal***

The Matrix Principal (and starting in Years 2 and 3, the Assistant Principals and the 2<sup>nd</sup> and 3<sup>rd</sup> Success Center locations), will supervise day-to-day operations of the Charter School and serve as the instructional leader for all teaching and counseling staff at each Success Center. Success center administrators support the Matrix in achieving its academic targets and fulfilling the requirements of the charter. Site administrators ensure the safety and well-being of students and staff at the school; organize and lead workshops, professional development and instructional common planning time; provide instructional leadership, guidance and support to teachers; and ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school.

Like the Co-Directors, school site administrators do not serve on the Board. Success center administrators report directly to the Co-Directors and are responsible for the orderly operation of the charter school and the supervision of all employees in the school. Site administrators are assigned to perform tasks as directed by the Co-Directors to ensure the Matrix mission is maintained and its goals and objectives achieved. Site administrators participate in the recruitment and hiring of teachers, office staff, and supervision staff under the direction of the Co-Directors and supervise, evaluate, and make recommendations for the dismissal of teachers and staff. School site administrators communicate with and report to the Board of Directors as needed.

## **BOARD COMPOSITION AND MEMBER SELECTION**

### **BOARD OF DIRECTORS COMPOSITION**

Originally formed prior to the founding of APEX Academy, our Board is guided by its Bylaws. The Board shall have a minimum of five (5) and no more than nine (9) directors. The existing Board designates all directors, with the exception of the right of the District to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

### **CRITERIA AND PROCESS FOR SELECTING DIRECTORS**

New directors will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Varied expertise within the Board will contribute to efficient and responsible oversight of school operations, and adherence to the mission of the charter and applicable state and federal law. Criteria for board membership includes, but is not limited to: commitment to the Charter School's mission, connection to the community the Charter School serves, diversity among directors that reflects the City of Los Angeles, availability to attend Board meetings, professional expertise and experience as it relates to the needs of the Charter School, touring school and meeting with school leadership. Directors shall have expertise and experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, real estate, or public relations.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been appointed or elected. Directors' terms are renewable upon mutual consent between the Board and the director. The Board's Membership Committee recruits and evaluates prospective director candidates and determines whether or not they fit the stated needs of the Board and should be recommended as candidates to the Board. The full Board votes to seat new directors; a simple majority is required.

### **GOVERNANCE PROCEDURES AND OPERATIONS**

#### **MEETING REQUIREMENTS AND PROCEDURES**

The PazLo Board meets at least monthly during the school year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held within the boundaries of LAUSD, rotating at different Matrix success centers, with telephonic participation available within the requirements of the Brown Act.

Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the success centers and at the entrance of the charter schools' offices for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings are posted on the schools' web sites, posted in the offices, and posted at the entrances of the schools at least 72 hours in advance of the meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted in the offices and at the primary entrances to the success centers at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public.

The annual calendar for Board and committee meetings is proposed annually in May and adopted annually in June for the following school year. All Board members receive annual training on Brown Act requirements to ensure compliance with the Brown Act by attending available regional Brown Act trainings, and/or training during one of the regular meetings.

#### **BOARD DECISION-MAKING PROCEDURES**

A majority of the authorized number of directors on the Board shall constitute a quorum. All matters are decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number

is required. After each vote, the Chair queries the board members to determine if there are any abstentions.

Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:

- 1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- 3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

### **STAKEHOLDER INVOLVEMENT**

The Matrix values the participation of parents and community in the programs and activities at the school. The Matrix recognizes the critical role that parents and community play in the long-term academic success of vulnerable youth. The Matrix will notify parents of its written parental involvement policy and compact in the language of the home. The Matrix will involve parents and community by convening monthly meetings/workshops to inform parents of the school's Title I participation, the requirements of Title I, and the rights of parents to be involved. All parent meetings and workshops will be offered flexibly at the school site, in the morning or evening, so that meetings are accessible to parents working different schedules.

The Matrix Parent/Community Advisory Committee (Matrix PCAC), shall be an advisory committee and shall be composed of at least 5 parents of currently enrolled students, 3 students, 3 teachers, 1 classified staff member, and the school principal.

Selection to PCAC:

- ✓ School Principal or designee (1)
- ✓ Three (3) teachers, elected by their peers;
- ✓ One (1) classified staff member, elected by his/her peers;
- ✓ Three (3) student representatives, elected by the student body;
- ✓ Three parents (3) elected by their peers

All families will be notified of our annual initial parent meeting, where parents can self-select or be nominated by their peers to the Matrix PCAC. In the event that more than three parents volunteer, an election will be scheduled within a month and the top three parents with the most votes will then formally join the Matrix PCAC. The role of this committee is to actively advise and make recommendations to the Principal regarding the creation of opportunities to improve student achievement, opportunities for increased parent/community involvement, and opportunities for parent education, LCAP annual review and goal setting/resource allocation, and overall improvement of the school community. Additionally, the Matrix PCAC will formally present an annual report to the Governing Board of its recommendations for overall improvement of the Matrix. The PCAC will meet at least monthly during the school year. Meetings will be open to all parents; meeting summaries will be distributed to all parents via email and regular mail.

Parents who are members of the PCAC shall participate in the development of the Single School District Plan (SSDP) and the Local Control Accountability Plan (LCAP), and assist with monitoring student outcomes. During annual Title I meetings and other parent meetings (i.e. Parent Orientation Meetings, Back-to-School, and parent conferences), all parents receive information about the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet.

The principal, with input from stakeholders, will calendar all PCAC meetings for the school year. The calendar will be shared with all members and all families via written notification, phone call/text/email through the “parentsquare” communication application. Agenda will be created and posted a week prior to meeting. A quorum (50% plus 1) will be required for meeting to commence.

The Matrix will continue to develop parental involvement and participation in the school through the following methods:

- ✓ Matrix PAC Monthly meetings
- ✓ SSC meetings/orientation
- ✓ Back-to-school , Open House nights
- ✓ Parenting classes
- ✓ Parent education workshop series
- ✓ Financial literacy nights
- ✓ Computer literacy classes
- ✓ College Information Nights
- ✓ Financial Aid Nights
- ✓ Portfolio presentation panel participation
- ✓ School volunteer opportunities

**Sample Parent Workshop Programming**

<u>2018-2019 MATRIX PARENT WORKSHOPS</u> <u>2018-2019 TALLERES PARA FAMILIAS DE MATRIX</u>		
<u>DATE/FECHA</u>	<u>TIME/HORA</u>	<u>TOPIC/TEMA</u>
August XX, 2018 <b>W1</b> - Presented by Principal	6:00-7:30pm	Annual Initial Parent Meeting Reunión anual de padres inicial
September XX, 2018 <b>W1</b> - Presented by counselor XX	6:00-7:30pm	A-G Requirements: Is your Child Meeting Them? (Bring transcripts) Requisitos Universitarios A-G: Los Tiene Su Hijo/a? (Traiga records)
October XX, 2018 <b>W2</b> – Presented by counselor XX	6:00-7:30pm	Understanding College Admissions and Exams Entendiendo Admision y Exámenes Necessarios para las Universidades
November XX, 2018 <b>W3</b> - Presented by Teacher XX	6:00-7:30pm	Increasing your child’s literacy and study skills at home Como Mejorar la Lectura y el Estudio de su Estudiante en Casa
December XX, 2018 <b>W4</b> - Presented by PSW XX	6:00-7:30pm	Mental Health and Wellness: Resources and Information Salud Mental: Recursos e Informacion
January XX, 2019 <b>W5</b> - Presented by Teacher XX	6:00-7:30pm	Nutrition Literacy: Your Food Choices, Your Health Nutricion: Como Escoger Mejor Comida para su Familia

February XX, 2019 <b>W6</b> - Presented by Planned P.	6:00-7:30pm	Sex Education: Sexual Development of your Adolescent/child Educacion Sexual: Desarrollo de su Adolescente/Estudiante
March XX, 2019 <b>W7</b> - Presented by Planned P.	6:00-7:30pm	Sex Education: Contraceptives, STIs, What you Need to Know Educacion Sexual: Contraceptivos, Enfermedades, Su decision
April XX, 2019 <b>W8</b> - Presented by Planned P.	6:00-7:30pm	Sex education: For Adults, Your Body, Your Development Educacion Sexual: Para Adultos, Su Cuerpo, Su Desarrollo
May XX, 2013 <b>W9</b> – Presented by Teacher XX	6:00-7:30pm	Daily Math at Home: Helping your Child with Math Matematicas en el Hogar: Como Ayudar a su Estudiante en Casa
June XX, 2019 <b>W12</b> – Principal	6:00-7:30pm	Celebration and Recognition for Parent Participation Celebración y Reconocimiento de Padres por Participacion

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

### **EMPLOYEE POSITIONS AND QUALIFICATIONS**

The Matrix is committed to recruiting and hiring professionals who are dedicated to the best practices education of all students and the mission of the school to serve *any student, any time, any where*. Employees’ job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

The Matrix will employ the following staff positions:

#### **Central Office (APEX and Matrix):**

- Co-Directors, Achievement/Executive
- HR/Operations Manager
- Data, Testing and Special Programs Manager

#### **Success Centers**

- Principal (overseeing all Success Centers)
- Assistant Principals (Year 2 and Year 3 as new Success Centers open)
- Guidance/College Counselor (1 per success center)
- Career/Employment Counselor (1 per success center)
- Psych/Social Worker (1 success center)

Teachers (4 core, full-time per site; 1 elective teacher)  
SpEd (itinerant, the SpEd teacher will be the *Supervising teacher* in the Master Agreement to set schedule and ensure services delivery for students with IEPs.)  
Instructional Assistant (1 per success center)  
Office Manager (1 per success center)  
Office Technicians (based on success center needs)

## **KEY POSITIONS AND JOB DESCRIPTIONS**

The Co-Directors operate under the direction of the Board and in accordance with federal and state laws; provide assistance to the Board in developing, formulating, and revising guidance documents in school finance, school program planning, and educational program review. The Co-Directors have the authority to specify actions required and to detail how the Charter School will operate. Work is accomplished by providing leadership to the Charter School employees and members of the community, and by system management that recognizes the need to achieve student, staff and Board goals, as well as the system improvement plans and objectives. Communications are provided to all levels within the Charter School, the community served by the school, and state organizations and authorizing agency.

### **CO-DIRECTOR, ACHIEVEMENT**

Essential duties and responsibilities include the following. Other duties may be assigned.

#### *PERFORMS AS INSTRUCTIONAL/EDUCATIONAL LEADER OF THE SCHOOL*

- 1.1 Supervises and evaluates instructional program and corresponding staff.
- 1.2 Oversees planning and evaluation of curriculum and instruction as prescribed by authorized charter petition.
- 1.3 Maintains a current knowledge of developments in curriculum and instruction.
- 1.4 Works with instructional staff and board committees to prepare long- and short-term goals for the school, as set forth in authorized charter school petition.
- 1.5 Communicates vision/mission to school personnel.
- 1.6 Participates in professional activities to enhance knowledge and skills and shares expertise with colleagues.

#### *DIRECTS COMMUNITY RELATIONS ACTIVITIES*

- 2.1 Articulates educational programs and needs to the community.
- 2.2 Maintains contact with news media.
- 2.3 Participates in community affairs.
- 2.4 Involves the community in planning and problem-solving for the school.
- 2.5 Communicates with and understands the needs and perspectives of various outside groups and stakeholders. This includes (but is not limited to):
  - a. Authorizing agency - LAUSD
  - b. Matrix Parent Advisory Committee
  - c. CA State Board of Education
  - d. CA Department of Education
  - e. Various community organizations and partners (as needed) such as: CCSA, Diploma Plus, YPI, Gateways Hospital, etc.
  - f. Other outside organizations deemed appropriate or necessary by the Governing Board.

#### *OVERSEES STUDENT SUPPORT SERVICES*

- 3.1 Works with appropriate staff to:
- a. Monitor student support services.
  - b. Monitor student data collection and state reporting.
  - c. Implement policies and programs relating to behavior and discipline of pupils.
  - d. Maintain programs for the health and safety of pupils.

#### *SPECIAL EDUCATION AND TITLE PROGRAMS*

- 4.1 Works to ensure compliance with the guidelines established by the CA Department of Education and ensures implementation of administrative procedures for Special Education, Title I, II, III and other programs consistent with federal law, and state school law.
- 4.2 Ensures that IEP meetings and placement review meetings for special education students are held in accordance with federal and state law.
- 4.3 Acts as or delegates appropriate administrative representative to Individual Education Plan meetings and evaluations on IEP meetings.
- 4.4 Ensures that a Student Success Team process is in place and implemented in accordance with state and federal guidelines.
- 4.5 Ensures that a 504 evaluation process is in place and implemented in accordance with state and federal guidelines.
- 4.6 Works to ensure Title I, II, III and other federally funded programs are monitored and in compliance.

#### QUALIFICATIONS

*Essential Knowledge/Skills:* Knowledge of Governing Board policies, CA charter statutes, policies and procedures and regulations of the CA Department of Education. Awareness of community support, community expectations for the schools, curriculum and instructional theory and practices, management principles and financial planning, management information systems and leadership techniques is essential. The position requires, among other qualities, managerial, observational, communications, and leadership skills and abilities, or any equivalent combination of experience and training that would provide the required knowledge, skills and abilities.

#### EDUCATION and/or EXPERIENCE

Education: Master's degree or higher, progress toward acquiring or possession of CA Administrative Services Credential.

Experience: Have at least 5 years of successful teaching and 3 years of out of classroom support experience. Prefer school or school system administrative experience with concentration in administration, supervision, curriculum, finances and personnel management.

#### **CO-DIRECTOR, EXECUTIVE**

Essential duties and responsibilities include the following. Other duties may be assigned.

#### *SERVES AS CHIEF OPERATING OFFICER OF THE SCHOOL*

- 1.1 Implements policies of the Governing Board.
- 1.2 Reports to the Governing Board about the status of programs, academic achievement.
- 1.3 Recommends actions, policies, and alternatives to the Governing Board.
- 1.4 Acts as liaison between the school board and school staff.
- 1.5 Informs the board about rules and regulations of the CA Department of Education and state and federal laws as they pertain to the charter school operation, growth, and development.
- 1.6 Informs the board about current trends and developments in education.

#### *OVERSEES STAFF PERSONNEL MANAGEMENT*

- 2.1 Works to develop a recruitment plan and organize recruitment of quality personnel.
- 2.2 Oversees the assignment of personnel.
- 2.3 Ensures administration of human resource policies and programs.
- 2.4 Oversees the implementation a personnel evaluation system that differentiates the performance of employees in the system.
- 2.5 Works to maintain up-to-date job descriptions for all personnel in accordance with state law.
- 2.6 Oversees the planning and evaluation of the professional learning program.
- 2.7 Oversees employee discipline consistent with Board policies and CA employment standards.
- 2.8 Recommends dismissal/renewal of staff to the Governing Board.

#### *OVERSEES FACILITIES MANAGEMENT (SCHOOL SECURITY AND SAFETY)*

- 3.1 Prepares long- and short-range plans for facilities and sites.
- 3.2 Works with LAUSD Facilities personnel and charter division personnel as needed.
  - a. Maintain and implement policies for the use of school property.
  - b. Oversee and implement policies for safe school facilities.

#### *OVERSEES FINANCIAL MANAGEMENT*

- 4.1 Works with through the designated budgetary process, as outlined in policy to:
  - a. Prepare the overall school budget.
  - b. Ensure that expenditures are within limits approved by the school board.
  - c. Monitor compliance with policies and laws.
  - d. Report to the school board on the financial condition of the charter school.
  - e. Establish and monitor procedures for procurement of equipment and supplies.
  - f. Oversees preparation and dissemination of financial reports to required stake holders.

#### *ENSURES ORGANIZATIONAL MANAGEMENT*

- 5.1 Provides leadership for the development of a systematic plan for continuous school improvement
- 5.2 Maintains, directly or through delegation, student, personnel, business and other records according to school policy.
- 5.3 Ensures filing of all required reports by state and federal law/regulation.
- 5.4 Advises the Governing Board of the need for new and revised policies. Involves staff and committees in the process.
- 5.5 Makes administrative decisions necessary for the effective and efficient operation of the school, including working with consultants, as needed.
- 5.6 Attends, or delegates a representative to attend, meetings of LAUSD board and other agencies at which matters pertaining to the school appear on the agenda or are expected to be raised.

#### **QUALIFICATIONS**

*Essential Knowledge/Skills:* Knowledge of Governing Board policies, CA charter statutes, and regulations of the CA Department of Education. Awareness of community support, community expectations for the schools, curriculum and instructional theory and practices, management principles and financial planning, management information systems and leadership techniques is essential. The position requires, among other qualities, managerial, observational, communications, and leadership skills and abilities, or any equivalent combination of experience and training that would provide the required knowledge, skills and abilities.

## EDUCATION and/or EXPERIENCE

Education: Master's degree or higher, progress toward acquiring or possession of CA Administrative Services Credential.

Experience: Have at least 5 years of successful teaching and 3 years of out of classroom support experience. Prefer school or school system administrative experience with concentration in administration, supervision, curriculum, finances and personnel management.

## TESTING, DATA, AND SPECIAL PROGRAMS MANAGER

### *Duties of Testing, Data, and Special Programs Manager:*

Under the direct supervision of Co-Directors, the coordinator will have overall responsibility of the procurement, scheduling, administration, processing and analysis of mandated testing programs at The Matrix. Coordinator will also have overall responsibility of coordinating with back-office contractor accurate school and individual student data input and reporting within school data base system, LAUSD, LACOE and CDE (CALPADS) data sets as needed.

In coordination with the school administration and guidance counselors, organizes the administration and interpretation of standardized test materials (SBAC, NWEA, ELPAC, PSAT, SAT, ACT, AP, etc.);

Develops and implements testing preparation program, materials, and calendar for teachers to use throughout the school year; Consults with the administrative staff on issues relating to student testing scheduling, logistics, and testing preparation programs;

Interprets and tracks the results of standardized tests of achievement and data related to A-G completion, graduation rate, EL-foster care-FRPL progress, reclassification rate, and other publicly reported data to administrators, counselors, teachers, and students

Monitor and report on progress pertaining to state and district measures included in LCAP, WASC, LEA Plan, SARC, and other official publicly reported metrics;

Coordinates and organizes timely preparation of testing information for entry on student cumulative records and student information system; contributes student testing data concerning student needs to assist in the development of the total educational plan of the school;

Acts as the school data contact for external entities inclusive of LAUSD, LACOE and CDE, ExEd, CCSA, Diploma Plus, and others as needed;

Ensures that SchoolPathways student information system is accurate and up-to-date for testing and reporting purposes of all official school achievement, demographic, staffing, discipline, and attendance data to be transferred into CALPADS system;

Monitors testing and achievement data of English Learners and manages the reclassification process of English Learners throughout the school year;

Monitors testing and achievement data of special populations inclusive of foster children, homeless children, FRLP, special education, and ensures accurate reporting to local, county and state data systems;

Social Media Manager: is responsible for creating and maintaining a social media presence for the Matrix by creating and maintaining various accounts for the school, and work with leaders and departments to distribute information to the community through these channels (Facebook, twitter, Instagram, snapchat);

Performs other generally accepted duties as assigned.

#### *Qualifications*

Employee shall possess a BA/BS degree or higher and be in the process of securing a CA Single Subject Credential, a CA Pupil Personnel Services credential, or a CA Administrative Services Credential. The Board may need to place exceptions to the above qualifications for hiring non-teaching certificated staff in special circumstances such as Testing, Data, and Special Programs Manager from other states who possess equivalent professional training and are qualified to receive a California credential within a reasonable amount of time after being employed.

#### **HR/OPERATIONS MANAGER**

##### *HR / Operations Manager Duties:*

Under the direct supervision of Co-Directors, in close collaboration with third party independent providers (ExEd, CharterLife, CharterSafe, LAUSD, Paycom, CDE, etc.), and in close collaboration with school site administrators, the HR/Operations Manager will have overall responsibility and provide oversight over the operations of the organization's business operations, HR transactions, payroll reporting, accounts payable, purchasing and procurement, and benefits management. Job duties include but are not limited to:

- I. Maintaining a professional, positive, solutions-oriented approach to responsibilities.
- II. Maintaining effective, confidential, and constant communication with school administrators regarding ethical and efficient use of organization fiscal resources.
- III. Attend Governing Board meetings as needed.
- IV. Maintaining in-house accurate financial, human resources, staff credentialing, payroll, donations, and related records as required by law.
- V. Ensure efficiency and expediency in all matters regarding payroll, employee reimbursements, human resources processing, accounting, purchasing, auditing compliance, and related matters.
- VI. Act as a liaison between school and CCSA CharterSafe in all matters related to organization's workers compensation, liability, and related insurance matters.
- VII. Act as a liaison between the school and the CCSA CharterLife Trust in all matters related to the establishment and maintenance of employee benefits
- VIII. Act as a liaison between the school, third parties, and the LAUSD in all matters concerning the operation, lease, facility alterations, connectivity/E-rate set up, and other facilities related matters as needed.
- IX. Assist with CA CDE in maintaining school data accurate for reporting purposes with CALPADS, SFA data, and CBEDS systems as it relates to HR staffing, and related matters within realm of duties.
- X. Provide oversight over food nutrition program focusing on proper reimbursement, ordering, and contracts compliance.
- XI. Provide guidance, training, and support for all classified employees as mandated by law and assigned by school director(s).
- XII. Maintaining and consistently updating the employee handbook and fiscal handbook to

- reflect current law and regulations.
- XIII. Maintaining, updating, and organizing all documentation related to annual auditing, LAUSD oversight documentation, organization legal documents, facilities agreements, contracts and other organizational legal and relevant documents.
- XIV. Performs other duties as assigned.

*Qualifications:*

- Possession or progressing toward the completion of a Bachelor's degree in majors like economics, business administration, Human Resources, finance and/or accounting.
- 5 years or more work experience in related industry or career.
- Excellent interpersonal communication skills.
- Analytical bent of mind with attention to detail.
- Must love working with numbers.
- High level of organizational and prioritizing skills

**THE SCHOOL PRINCIPAL**

The School Principal operates under the supervision of the Co-Directors and in accordance with federal and state laws; the School Principal works in developing, formulating, and revising school programs, and educational program review; participates in administrative decision making; fosters a culture of collaboration and professional growth; and drives the overall educational achievement goals of all Matrix Success Centers.

**PROFESSIONAL DUTIES & RESPONSIBILITIES**

Lead, manage and oversee all functions of Success Centers, including education program to ensure academic performance of student, budget to ensure fiscal solvency of site, school office operations, community relations, people management and facilities in accordance with legal and organization standards.

*Responsibilities:*

- Provide Instructional Leadership for the school sites, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CCSS and CA standards; maintaining a college-going culture; modeling DP instructional framework; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting new teachers.
- Manage all human resources at the school sites, including: attracting and selecting personnel; providing professional development opportunities; developing collaborative team culture; and managing performance. Adhere to organization policy and state/federal employment laws. Consult with Human Resources as appropriate.
- Manage all resources at success centers, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations. Adhere to school policy and protocols for sound fiscal management.
- Develop an effective school community(ies), including: working with parents to better serve students; garnering support from community groups and leaders; developing positive relationships with authorizing district and neighborhood schools; and partnering with institutions of higher education to support the schools' educational program and provide opportunities for students and families to

experience college life.

- Manage process for determining priorities; set development timetables and support school team in achieving deliverables.
- Manage daily operations, facilities, safety, and administrative processes for school, including addressing issues and problems that arise in a solutions-centered, creative, thoughtful and constructive way; following-up with constituents as needed; adhering to best practices, policies and procedures; and seeking outside support as appropriate.
- Lead long term strategic planning and medium term process improvement as needed.
- Continue and support the Matrix's mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and general legal/ethical behavior.
- Performs other related duties as required and assigned.

#### REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Demonstrated commitment to students and learning, in tandem with knowledge of curriculum development and program design
- In-depth experience developing teachers including strong experience in performance assessment.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team.
- Strong community-building skills.
- Entrepreneurial passion for improving urban high schools and driving education reform

#### QUALIFICATIONS

- Minimum of 5 years teaching/counseling experience (preferably at the high school level), with a history of improving student achievement.
- Valid CA Administrative Services credential (or in the process of obtaining one).
- Relevant Masters or equivalent degree preferred.

#### **ASSISTANT PRINCIPALS (STARTING IN YEARS 2 AND 3 AS THE SECOND AND THIRD SUCCESS CENTERS OPEN)**

Assists the Principal with the administration of the Matrix Success Center sites; responsible for working on the instructional program and helping with the operation of the school plant and other site facilities.

#### *Essential Functions*

1. Serves as a resource for, and liaison to, the stakeholders of the Matrix.
2. Interprets and implements state laws, Governing Board rules, policies, procedures.
3. Provides guidance and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population.
4. Facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals.
5. Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, school policy and procedures, and the school's student responsibility code.
6. Organizes and conducts school extra-curricular activities and fundraising events.
7. Assists in maintaining a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.

8. Participates in directing the school's organization and the appropriate placement of students in accordance with the approved charter and Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

#### *Other Functions*

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed.
2. Performs other duties as assigned.

#### *Qualifications Education*

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.

#### *Experience Required*

1. At least five school years of successful full-time service in a public/charter school certificated position(s), no fewer than 3 years of which must have been in teaching service.
2. In addition to or concurrent with the five years required above:
  - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
  - b. At least one year of verifiable experience must have been in a non-classroom leadership position such as coordinator, instructional coach, etc.

#### *Knowledge, Skills, Abilities, and Personal Characteristics*

1. Ability and integrity in dealing with confidential matters.
2. Ability to provide administrative leadership at the executive level including decision-making, problem-solving, and delegation of authority.
3. Knowledge of charter school policies and procedures, goals and objectives, organizational structure and functions.
4. Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups.
5. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
6. Knowledge of effective administrative and managerial practices and the ability to implement them.
7. Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field(s) of secondary and elementary education.
8. Knowledge of staff development and in-service resources and the ability to implement them.
9. Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to secondary education
10. Ability to make formal, public presentations.
11. Knowledge of, and skill in, budget preparation and control.
12. Ability to communicate effectively with students, supervisors, peers, teachers, other District personnel, parents, community representatives, and other stakeholders, both individually and as a group.
13. Ability to compose and comprehend written communication.

14. Ability to cope with crisis situations and the need to make immediate decisions.
15. Ability to cope with high volume work and multiple tasks.
16. Ability to travel to other sites/locations.

#### Credentials

CA Administrative Services Credential

#### **GUIDANCE/COLLEGE COUNSELOR (ONE PER SUCCESS CENTER LOCATION)**

##### *Responsibilities:*

- Upon enrollment and on an on-going basis, counsel individuals and groups of students in the areas of educational, personal, physical and social needs; provide guidance to students in matters regarding graduation, college entrance requirements and scholarships; consult with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Provide student academic course programming, scheduling, and on-going counseling to ensure preparation and/or fulfillment of A-G college entrance course requirements.
- Provide on-going group and one-on-one college counseling inclusive of college exploration, applying to college, college admission follow-up, applying for financial aid, college diagnostic placement, and any other college transitioning assistance necessary for student post-high school success.
- Assist in organizing the administration and interpretation of standardized tests (PSAT, SAT, ACT, AP, SBAC, etc.); interpret the results of standardized group tests of achievement and scholastic capacity to administrators, parents and teachers.
- Work collaboratively with all instructional staff to maximize and ensure educational access for all students to learning and academic achievement.
- Help students effectively utilize the educational opportunities of the Matrix; recommend available resources within the school, school system and community to meet the needs of individual students; assist in making such referrals and contacts; conduct parent workshops to promote school attendance and academic performance.
- Consult with the administrative staff on student referrals for supplementary counseling, psychological evaluation and case conferences, inclusive of IEP documentation and participation.
- Assist in coordinating the gathering of important student records and cooperates with other pupil services staff in scheduled student case conferences; participate in Student Study Team and other problem-solving conferences.
- Serve as a resource person to Matrix personnel and parents regarding the counseling and guidance program.
- Other duties as assigned.

##### *Qualifications*

All counselors shall possess the appropriate credentials for specific counseling positions, such as a Pupil Personnel Services credential. A master's in counseling is also desired as well as training and specialized experience in specific counseling domains including but not limited to college and career counseling, social-emotional counseling, and the use of data in determining the implementation of appropriate guidance models.

The Board may allow for exceptions to the above qualifications when hiring non-teaching certificated staff in special circumstances, such as counselors from other states who possess adequate professional training

and are qualified to receive a California credential within a reasonable amount of time after being employed.

#### **CAREER/EMPLOYMENT COUNSELOR (ONE PER SUCCESS CENTER LOCATION)**

Career/employment counselor will assist students with the process of making career decisions by helping them develop skills or choose a career or educational/training program.

*Duties include the following:*

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- Evaluate students' abilities and interests through aptitude assessments, interviews, and individual planning
- Identify issues that impact school performance and acquisition of job skills
- Help students understand and overcome social or behavioral problems through classroom guidance lessons and counseling
- Counsel individuals and small groups on the basis of student and school needs
- Work with students to develop skills, such as organizational and time management abilities and effective study habits
- Help students create a plan to achieve needed immediate training and career goals
- Collaborate with teachers, administrators, and parents to help students succeed
- Provide information about choosing and applying for colleges, training programs, financial aid, and internships and apprenticeships
- Develop and Present career workshops to help students search and apply for jobs, write résumés, and improve their interviewing skills
- Help clients learn job search skills, such as interviewing and networking
- Evaluate students' background, education, and training, to help them develop realistic goals
- Advise students on how to resolve problems in the workplace, such as conflicts with bosses or coworkers

#### *Important Qualities*

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**Compassion.** Counselor will often work with young adults who are dealing with stressful and difficult situations, so they must be compassionate and empathize with the students.

**Interpersonal skills.** Counselor must be able to work with different types of people, spending most of their time working directly with students, and need to form and maintain good working relationships.

**Listening skills.** Good listening skills are essential for counselor. They need to give their full attention to students in order to understand their problems and be able to develop solutions and plans to help every student in need of services.

**Speaking skills.** Counselors must communicate effectively with students and parents as they will be conducting trainings and workshops to both parents and students. They should express ideas and information in a way that their students understand easily.

#### *Qualifications*

A master's in counseling is desired as well as training and specialized experience in specific counseling domains including but not limited to career counseling, social-emotional counseling, and the use of data in determining the implementation of appropriate guidance models. Candidate may be making progress toward desired degree.

The Board may allow for exceptions to the above qualifications when hiring non-teaching certificated staff in special circumstances, such as counselors from other states who possess adequate professional training and are qualified to receive a California credential within a reasonable amount of time after being employed.

### **PSYCHIATRIC SOCIAL WORKER (ONE PER SUCCESS CENTER LOCATION)**

Promotes early identification of students with behavioral, social, and/or emotional problems and provides opportunities for ameliorative intervention; and recommends procedures for dealing with those effects on a student's learning and behavior.

#### *Functions Essential Functions*

1. Provides individual, group and family treatment targeting students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence based and/or evidence informed practices.
2. Provides student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.
3. Promotes parent engagement in the educational process.
4. Provides parent education programs.
5. Utilizes electronic health records for documentation pertaining to programmatic requirements, and to comply with federal, state and Department of Mental Health regulations.
6. Conducts staff development to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including: Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services.
7. Collaborates with teachers and school staff providing mental health consultation to develop strategies for classroom management, designing and monitoring behavior contracts, and positive behavior support planning and implementation.
8. Implements evidence-based interventions for individual, groups and families to address clinical symptoms of trauma, depression, anxiety and other clinical issues with fidelity and measurable outcomes.
9. Provides community referrals, linkages, and collaborations with District and community resources to address student and family needs.
10. Plans, coordinates, and participates in multidisciplinary teams, including: Student Success Teams (SST), School Wide Positive Behavior Support (PBIS), and other activities.
11. Participates in school Crisis Teams and Threat Assessment Teams.
12. Provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.

#### *Other Functions*

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent which are registered with the Office of the Los Angeles County Superintendent of Schools and which are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned

#### *Qualifications/Education Required*

An earned master's degree in social work from an accredited college or university accredited by the Council on Social Work Education (CSWE).

#### *Credentials*

Possess or be in the process of acquiring one of the following California credentials authorizing K-12 service:

1. A pupil personnel services (PPS) credential authorizing service in social work
2. Services credential with specialization in health designating social work service

#### *License*

A valid license as a clinical social worker issued by the California Board of Behavioral Sciences OR immediate registration as an Associate Clinical Social Worker upon date of hire. Must remain in good standing with the California Board of Behavioral Sciences for the duration of the waivers permitted by law, not to exceed six years.

**Experience Required** At least one year of employment in the field of psychiatric social work while under supervision and working with school-age children, or a one-year field placement in a mental health setting working with school-age children.

#### *Knowledge, Skills, Abilities, and Personal Characteristics*

1. Ability to apply the principles and techniques of social work to mental health problems.
2. Skill in the various modes of social work with emphasis on crisis intervention, mental health consultation, and community organization.
3. Ability to relate social development to the emotional and mental disorders of learning.
4. Sensitivity to and understanding of the needs of English Learners (EL) students and parents.
5. Facility in oral and written communication in English.
6. Skill in using computer software such as Microsoft Office applications.
7. Skill in completing electronic health records utilizing Welligent or its successor software.
8. Understanding of the physical, intellectual, social, and emotional growth patterns of students.
9. Appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, parents, and students.

**Health** Physical and mental fitness to engage in service as a psychiatric social worker as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

#### *Special Requirements*

A valid California Driver License and the use of an automobile.

#### **TEACHERS**

Teachers of core content areas (*i.e.*, English language arts, math, science, and social studies) must hold respective single-subject credentials approved by the California Commission on Teacher Credentialing and meet all requirements of the law for public school teachers as defined in California Education Code section 47605(I). Additionally, all teachers must be qualified as defined by the Every Student Succeeds Act (ESSA). Matrix will adhere to all requirements outlined by the CA Commission on Teaching Credentialing and ESSA with respect to teachers and paraprofessional employees.

#### *Professional Duties at Matrix*

Non-negotiable, evaluative duties and responsibilities:

- Instructional planning and monitoring for individual students following the Diploma Plus Curriculum Development and Instructional planning tools, in alignment with each student's Personal Success Plan and Master Agreement for Independent Study.
- Reviewing and evaluating the work of pupils using the Matrix Diploma Plus Rubrics.
- Maintaining appropriate records using DP.net or other approved assessment/grading tools.

- Integrating Pauline Gibbons' *Seven Intellectual Practices* and Diploma Plus Language Acquisition. Competencies into all instructional planning to differentiate and address the needs of English Learners.
- Serving as the dedicated advisor, main teacher contact, and advocate for assigned group of students in Success Seminar Course.
- Developing and providing course work appropriate to meet the needs of all students as requested by coordinator and administration.
- Developing and conducting an evening parent workshop during the school year relevant to the needs of our students.

**Additional Duties.** Each certificated staff member teaching in the classroom for which he/she shall be properly credentialed is responsible for the following duties:

- Setting-up and breaking down the classroom at start and finish of school year.
- Providing and distributing course materials and texts.
- Establishing and communicating clear academic and behavioral expectations to all students.
- Delivering and reviewing material via DP.net to ensure student mastery of content and related skills.
- Regularly assessing student work (online and on-site) to ensure student mastery of content and related skills.
- Maintaining a weekly paper and electronic communication log of contact with students and parents, via phone calls home and parent/student conferencing, regarding students' academic progress and related behavior.
- Maintaining appropriate classroom management to ensure all students have access to a sound educational experience.
- Differentiating instructional methods to provide access to course content for English Learners, students with IEPs/504 Plans and with multiple learning modalities.
- Facilitating student preparation for and participation in individual, department level, school-wide, state and other mandated testing for students inclusive of Smarter Balanced, NWEA, ELPAC, PSAT, SAT/ACT, etc.
- Preparing lesson plans in a format appropriate to the assignments required.
- Preparing and selecting instructional materials.
- Communicating and conferring with pupils, parents, staff and administrators.
- Actively participating in parent, community and open house activities.
- Assuming reasonable responsibility for the proper use and control of school property, equipment, material and supplies.
- Attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.
- Participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment.
- Other duties as assigned.

**SPED TEACHER**

Professional duties include the following:

- Instructional planning following the Diploma Plus Curriculum Development and Instructional planning tools.

- Reviewing and evaluating the work of pupils using the Diploma Plus Rubrics.
- Maintaining appropriate records using DP.net or other approved assessment/grading tools.
- Integrating Pauline Gibbons' Seven Intellectual Practices and Diploma Plus Language Acquisition. Competencies into all instructional planning to differentiate and address the needs of English Learners.
- Serve as the Administrative designee for Special Education compliance and primary contact with LAUSD and external entities.
- Developing and conducting an evening parent workshop during the school year on a topic relevant to the needs of our students.

*Essential Functions*

1. Serves as a teacher in one of the following areas of specialization that includes Mild/Moderate Disabilities (M/M), Moderate/Severe Disabilities (M/S), Deaf and Hard of Hearing (DHH), Visual Impairments (VI), Physical and Health Impairments (PHI), providing instruction according to approved courses of study and curriculum, at a rate and level commensurate with established student expectancies and Individualized Education Plan (IEP) goals and objectives.
2. Uses information about individual students' academic strengths and needs in planning.
3. Designs activities to engage students in cognitively challenging work aligned to CCSS.
4. Establishes an environment that is safe and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students.
5. Initiates or participates in IEP meetings with administrators, faculty, parents, and other parties involved to develop an IEP for eligible students.
6. Utilizes approved behavior modification techniques to implement the IEP goals and continually monitors student progress toward IEP goal achievement.
7. Lifts, maneuvers, and positions students into and out of assistive and/or ambulatory devices to meet the requirements of the IEP.
8. Generates, organizes, and maintains the appropriate IEP records and other related due process documents for students served, referred, or assessed.
9. Provides clear behavior expectations for students and monitors student behavior throughout the class and school campus.
10. Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).

11. Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren); advocates the special needs of the students with the school and community.

12. Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.

13. Evaluates the performance of subordinate personnel.

**Coordinating Functions:**

1. Coordinates the collection and analysis of data and preparation of reports to monitor the provision and effectiveness of related services.

2. Works with staff to ensure that District, local, state, and federal special education laws(e.g., Individuals with Disabilities Education Act) and regulations are being implemented.

3. Monitors progress and achievement of Modified Consent Decree outcomes.

4. Integrates services into general and special education programs to meet student needs in the least restrictive environment.

5. Coordinates, plans, and implements professional development for services providers.

6. Coordinates external services personnel to ensure compliance with special education laws and regulations.

7. Develops and implements innovative service delivery models using current research.

8. Coordinates the resolution of school compliance issues (e.g., complaints, corrective actions, compliance plans); supervises the resolution of due process issues in regards to IEP Services.

9. Other duties as assigned.

**SCHOOL SITE OFFICE MANAGER (ONE PER SUCCESS CENTER LOCATION)**

Employee shall possess or be in the process of securing a BA/BS from an accredited institution of higher learning. Education requirement needs to preferably be in business administration, accounting, or finance. The Board may place exceptions to the above qualifications for hiring in special circumstances such as persons from other states who possess adequate professional training and are qualified to render services.

*School Office Manager Duties:*

Under the direct supervision of school principal, and in close collaboration with third party independent providers (ExEd, CharterLife, CharterSafe, LAUSD, Paycom, CDE, etc., the Office Manager will have overall responsibility over the day-to-day operations of the school's office, school attendance, payroll

reporting, accounts payable, orders management. Job duties include but are not limited to:

1. Maintaining a professional, positive, solutions oriented approach to responsibilities
2. Maintaining effective, confidential, and constant communication with school administrators.
3. Maintaining in-house accurate financial, human resources, payroll, donations, and related records as required by law.
4. Act as a liaison between the school and charter school back-office service provider in all matters regarding payroll, human resources, accounting, purchasing, auditing, compliance, and related matters.
5. Act as a liaison between the school and the LAUSD in all matters concerning the day-today operation, lease, meal program, systems, and other agreements in place for the efficient operations of the school.
6. Provide guidance, training, and support for all classified employees as mandated by law and assigned by school principal.
7. Maintaining, updating, and organizing all documentation related to annual auditing, LAUSD oversight documentation, organization legal documents, facilities agreements, contracts and other organizational legal and relevant documents.
8. Performs other duties as assigned.

#### *Educational Requirements*

- Possession or progressing toward the completion of a Bachelor's degree in majors like economics, business administration, Human Resources, finance and/or accounting.
- Work experience in related industry or career.

#### *Skill Requirements*

- Excellent interpersonal communication skills.
- Analytical bent of mind with attention to detail.
- Must love working with numbers.

#### **CLASSIFIED EMPLOYEES (NON-CERTIFICATED)**

Classified employees, including office staff, plant maintenance staff, instructional aides and paraprofessionals serve in support roles to keep the Charter School operating efficiently. The principal, in consultation with the staff, will maintain job descriptions and qualifications for all non-teaching, classified positions.

#### **OFFICE ASSISTANT (AS NEEDED)**

Office staff will demonstrate competency in communication, use of the computer and office equipment, and the ability to interact appropriately and decisively with the school community. Job-specific competencies such as record-keeping, filing, inventory and typing will be determined based on specific clerical needs, as developed by the school office manager.

Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software.

Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports.

Checks forms and records for completeness and accuracy.

Maintains files, records, and other information.

Responds to employee/public inquiries by telephone and in person to provide or request information. Orders, receives, and distributes office supplies.

Receives, sorts, and distributes incoming and outgoing correspondence.

May prepare, modify, and update simple spreadsheets.

May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records.

May orient and train new employees and/or student workers in office procedures. Performs related duties as assigned.

#### *Qualifications*

Graduation from high school or evidence of equivalent educational proficiency. An Associate of Arts degree from a recognized two year college or 60 semester or equivalent quarter units from a recognized college or university is preferred. Courses in office practices and procedures, business arithmetic, and business English are preferred

#### **INSTRUCTIONAL ASSISTANT**

Assists a certificated employee in developing and presenting specialized educational materials and in conducting instructional activities requiring specialized education, training, or vocational experience.

Assists a teacher or other certificated employee in a school by performing some of the following duties in order to introduce subject matter to students:

Presenting educational information to students in a specialty area of expertise.

Performing research, compiling information, and/or preparing exhibits, demonstrations, equipment, and other materials in a specialized subject area or an area requiring special skills.

Demonstrating methods, procedures, techniques, and uses of materials, tools, and equipment to students.

Provides explanation to students regarding assigned computer activities.

Arranging and conducting educational visits related to instructional activities.

Conducting group activities related to academic subjects.

Tutoring individual students or groups in subjects requiring advanced knowledge of specialized subjects, such as languages, mathematics, science, etc.

Correcting student papers and/or advising students regarding improvement of work products.

Performs related duties as assigned.

#### *Qualifications*

Paraprofessionals who provide instructional assistance are required to possess a high school diploma or General Education Development (GED) and one of the following: completion of 60 semester units or 90 quarter units from a recognized college or university, possession of an associate or higher degree, from a recognized college or university. Paraprofessionals will comply with NCLB.

#### **SUBSTITUTES**

The Matrix will contract with a substitute teaching service such as Sub Ready to ensure a qualified pool of substitute teachers is available at each Success Center.

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

### **SAFE PLACE TO LEARN ACT**

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

### **CUSTODIAN OF RECORDS**

The Co-Director, Executive will serve as the Charter School's Custodian of Records.  
Matrix for Success Academy  
1309 N. Wilton Place, 3<sup>rd</sup> Floor  
Los Angeles, CA 90028  
323-817-6550 work

### **STUDENT HEALTH AND WELLNESS**

As an independent study school, The Matrix will address student health and wellness in unique ways.

Based on personalized schedules as indicated on Master Agreements, we will coordinate the provision of meals. First, a nutritious hot lunch program, along with breakfast and snacks, are provided for all students who are present at success centers each day.

The Matrix's 1 to 150 student-to-counselor ratio is truly our most innovative practice (while we will have as many as 200 students at each Success Center, based on experience at APEX we know that not all of these students will utilize each type of counselor).

The Matrix will develop programs at success centers to address the social/emotional and physical needs of socioeconomically disadvantaged students so that they can focus on their academic and educational goals and achieve them. As stated earlier the needs of those vulnerable to the effects of poverty and all the social-emotional issues that come with lacking resources or too difficult to receive, affect a child's ability to learn. This systemic poverty issue is the first issue addressed during the intake process with every student at the Matrix by being introduced to four (Guidance counselor, career counselor, Psychiatric social worker, and Success Seminar Teacher) caring adults from day one, who then will be working and interacting with every student as their Personal Success Plans are developed and implemented.

This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by *Abraham Maslow (1943, 1954) as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid form -- the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: **Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed.***

#### **Information: The 1st Intervention entry point**

Students and their families will be re-engaged in their education by having them be "known by caring professionals who actively participate in the creation of their academic schedules. These individualized intake meetings upon enrollment increase a student/family's understanding and trust of a system that has failed them. This is only the 1st of many opportunities to engage students/families in their education. Every staff at the Matrix will be another entry point for each student/family member. The Matrix will make every attempt to make a connection with every student and their family. The systematic information/counseling approach is to address Maslow's 1<sup>st</sup> tier of **physiological needs**. As Maslow states, ***each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed.*** The Matrix will meet every student/family where they are and begin providing whatever resources are needed to provide stability to the family system outside of school. Within the Matrix the student will be given a Personal Success Plan unique to their academic and socio-emotional needs, that is continually reviewed and updated based on new information and/or change in circumstances. Both actions will happen in parallel; support the physiological needs and create an individualized academic and social-emotion plan for every student from the day we meet them.

#### **Initial Intake Enrollment Process**

<p><b>Initial Enrollment process – A Whole Child, All Hands On Deck Approach to meeting every student where they are</b></p>	<p><b>Guidance/College Counselor</b></p> <p>Initial enrollment and personal assessment of needs starts with guidance counselor, who will thoroughly examine available transcripts and records to determine together with family HS graduation path and possible post-secondary education options as the Education Team collaboratively plans the student’s Master Agreement and PSP.</p>	<p><b>Career/Employment Counselor</b></p> <p>Student and family meets with counselor to determine need for current employment, training, and related career development opportunities through Lynda.com and local opportunities as needed. Post-secondary trade schools and other training options will be explored as appropriate.</p>	<p><b>Psychiatric Social Worker</b></p> <p>Family meets with psychiatric social worker to assess counseling/therapy needs, along with potential referrals to support with housing, food instability, legal and medical services, and more.</p>	<p><b>Success Seminar Teacher</b></p> <p>Together with Guidance Counselor and assigned Success Seminar Teacher, family develops Personal Success Plan (PSP) and accompanying Written Master Agreement.</p>
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The Matrix will partner with local agencies (i.e. Gateway Hospital, YPI, LA Promise Neighborhood, Boys and Girls Clubs), so we can offer channels for students, their parents and family members to gain access to community resources, thus meeting physiological and safety needs, that can assist in areas of greatest need including: food and shelter, legal, higher education, technical and job skills training, parenting classes, counseling and family support services.

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

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

The Matrix will actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the District. Achieving and maintaining the goal of 70:30 or 60:40 is important. Outreach activities will be conducted in and around the community of each Success Center on an on-going basis.

The Matrix will conduct informational meetings prior to the opening of the charter school and throughout the year once the charter school is open to inform interested parents and students about what the charter school has to offer. Outreach meetings will be held at the Success Centers as well as other locations in the community in order to ensure all students in the area have an opportunity to attend the school. A school brochure, flyers, a website, and advertisements for local media will be transmitted throughout the local community, in English and Spanish (and other languages as needed). Promotional and informational materials will be distributed to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. The Matrix will also create relationships with school leaders at both LAUSD and charter schools, foster agencies, juvenile court justices, juvenile probation officers, etc. who all forward students with low-academic and/or school success to the Matrix for enrollment. A sampling of these organizations

includes:

Community Centers and Parks/Rec Centers: (e.g., Lake Street Community Center, Latvian Community Center, La Fayette Multipurpose Community Center, Ramona Hall Community Center, Brand Park Community Center, Stonehurst Recreation, Sun Valley Recreation Center)

Youth Programs (e.g., Youth Policy Institute Pico-Union Youth Center, Boyle Heights Technology Youth Center, LA's Best, Covenant House of California, Hollywood Homeless Youth Partnership, Los Angeles Youth Network, L.A.C.E.R Afterschool programs, Pacoima Community Youth Culture Center, Youth Speak, Project Youth Green)

Community Service Organizations (e.g., A Place Called Home, Create Now, Youth Policy Institute Family Source Center, LA Care Family Resource Center – Pacoima, etc.)

Religious Institutions, law enforcement agencies, parole officers, and school guidance counselors.

The Matrix also will leverage current/alumni families enrolled from APEX Academy to help spread the word to families in the community as well, and, in later years, Matrix students and alumni and their families.

The Matrix will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School, along with documentation of efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its outreach process and make adjustments accordingly.

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

Charter School shall not request or require submission of a student’s IEP, 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.

### **ADMISSION REQUIREMENTS**

The Matrix will focus on recruiting academically low-achieving students, English Learners, economically disadvantaged students, foster and homeless youth, and students with disabilities. The Matrix will work

intentionally to re-engage vulnerable youth to give school another try. The Matrix's teaching and learning methodologies focus on building relationships with the student and their families. Lead petitioners believe the school belongs to the community, this belief will shape the Matrix's supportive school culture, academic program, and outreach efforts to ensure academic success for all students, especially academically low-achieving students, economically disadvantaged students, and students with disabilities.

#### **STUDENT RECRUITMENT**

The Matrix will include specific information in their outreach materials, websites, social media, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a Matrix contact phone number and website address to access additional information regarding enrollment.

#### **SPECIAL EDUCATION ENROLLMENT**

Students in special education programs shall have equal access to apply to attend the Matrix for Success Academy. As with general education enrollment, special education students are not discriminated against on the basis of the characteristics listed in Education Code Section 220. The Matrix will adhere to federal, state and judicial mandates regarding admission of special education students. Per EC Section 47605(d)(2)(A), for a student who has an IEP and wants to participate in independent study, a determination will be made as to whether independent study is appropriate within 30 days, and if appropriate, written into the IEP.

#### **LOTTERY PREFERENCES AND PROCEDURES**

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year as indicated on Lottery Application form.. Following the open applications period each year, applications shall be counted to determine whether any Success Center has received more applications than availability. Since the Matrix is a unique, alternative program, space availability will not be determined by grade level but rather by the total capacity of each Success Center. Since Target Location #1 and #2 are relatively close in geographic proximity, once locations are finalized, Matrix administrators will determine if it is feasible based on student interest to conduct a joint lottery for those two locations, while Target Location #3 will have a distinct lottery, as needed. While the calendar offers two separate tracks – commencing in July and again in late August – due to the fact that most of these tracks overlap, the capacity of each Success Center will not be dependent on which calendar track students select.

In the event that demand exceeds capacity, the Matrix will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be as follows:

1. Students within the boundaries of the LAUSD
  - 1a. Students meeting the criteria for Foster/Homeless designation
  - 1b. Students with history of school non-attendance and/or students significantly credit deficient
  - 1c. Students who have dropped out of school
2. All other applicants

### **PUBLIC RANDOM DRAWING**

Should the amount of pupils that wish to attend the Matrix exceed space available, a public random lottery will take place to determine the school admission in accordance with Education Code section 47605(d)(2)(B). If a lottery is needed, all interested parties may attend or observe, but attendance is not mandatory for participation in the Matrix lottery. If number of applications do not exceed spaces available, all students that have applied before the deadline will be enrolled at the Matrix. Public notice will be posted on school's website and at location of success centers regarding the date and time of the public drawing. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. Applications will be received from LAUSD and non-LAUSD students from January through May with the public random drawing taking place in May as indicated in Lottery application form. This information will be shared with LAUSD and non-LAUSD high schools around the area where Success Centers will be located and with the community. After the given number of spots has been allocated, remaining students will be placed on a numerical waiting list which will be used as space becomes available. Students admitted from wait list will be notified by phone call and written communication by Attendance Office staff. Students have approximately five business days to accept the enrollment offer. Enrollment application and randomly generated Lottery list are maintained in the Attendance Office.

The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend, but attendance is not required. Matrix will invite a District representative to the lottery to ensure that procedures are fairly executed. The lottery will be held at the success centers or Matrix will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery if needed. The posted Public Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

A wait list will be developed from the list of students that do not receive admission when the public random drawing is completed. After the given number of spots has been allocated, remaining students will be placed on a numerical waiting list which will be used as space becomes available. Students admitted from wait list will be notified by phone call and written communication by Attendance Office staff. Students have approximately five business days to accept the enrollment offer. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. The waiting list will not carry over to the following school year.

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order. School staff will be available to assist families in completing this enrollment packet if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, where the space is available, the space will be made available on a first come, first served basis to the next interested family.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be filed at The Matrix, and lottery results and waiting lists will be readily available in the main office for inspection upon request. Each applicant's admissions application

will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

#### **LOTTERY TIMELINE**

The school will determine its open enrollment and lottery dates every year before school starts.

1. Outreach in the targeted area is on-going throughout the year .
2. Informational meetings for interested families held in the Spring. Two-three informational meetings will be held during the months of November through February.
3. Applications will be available at the school in October and on the school website for the following year.
4. If a lottery is deemed necessary the lottery will be held by the end of May.
5. Letters and phone calls to students admitted from the lottery are sent within two weeks of the lottery.
6. Upon receipt of letter of acceptance and contact is made with the Matrix, families have two weeks from the date that contact was made with the Matrix to confirm attendance; failure to respond will result in forfeiture of acceptance.

## **Element 9 – Annual Financial Audits**

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

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

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

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

In addition:

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

### **ANNUAL AUDIT PROCEDURES**

Every fiscal year an independent auditor will conduct an audit of the financial affairs of the Matrix to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The Board will contract with an accounting firm to conduct the school’s annual audit no later than March 1 of each year, unless a multi-year contract is in place. The Matrix will engage an independent public accountants firm with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California.

The Matrix’s Co-Director, Executive, and school principal, along with back-office provider is responsible for working with and overseeing the independent audit. The school principal gathers, prepares, and organizes documents, materials, and other information as requested by the independent auditor.

The Co-Director, Executive and principal reviews any audit findings, exceptions or deficiencies and reports to the Board with recommendations on how to resolve them. The Co-Director, Executive and principal is responsible for presenting a corrective action plan to address audit findings, exceptions or deficiencies to the Board. The Board of the Charter School will direct the Co-Director, Executive and principal to address and resolve any findings, deficiencies, material weaknesses, and audit exceptions to ensure sound fiscal operations. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved.

The Board will review and approve the annual audit as soon as it is completed and no later than December 15. The Co-Director, Executive is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. The Co-Director, Executive will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline. The independent financial audit of the Charter School is public record to be provided to the public upon request to any interested party.

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 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 section 49068 (a) and (b).

#### **OUTCOME DATA**

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

#### **REHABILITATION PLANS**

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

#### **READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission.

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

#### **REINSTATEMENT**

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

#### **GUN-FREE SCHOOLS ACT**

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

### **School Climate and Student Discipline System**

LAUSD's *Discipline Foundation Policy and School Discipline Policy and School Climate Bill of Rights* will be the guiding policies, the Matrix will review on an annual basis our general discipline approach in collaboration with parents, pupils, and staff in order to promote learning and protect the safety and well-being of all pupils and staff at the school. Given the high level of vulnerable students expected to be served by the Matrix, each student and every incident is filtered through with a high level of empathy and compassion always involving our counseling staff.

The Matrix shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

The Matrix shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

The Matrix shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

The Matrix will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The Matrix will also ensure staff is knowledgeable about and complies with the core values of the District's *Discipline Foundation Policy and School Discipline Policy and School Climate Bill of Rights*.

The Matrix shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

### **School-wide Positive Intervention and Behavior Support (PBIS)**

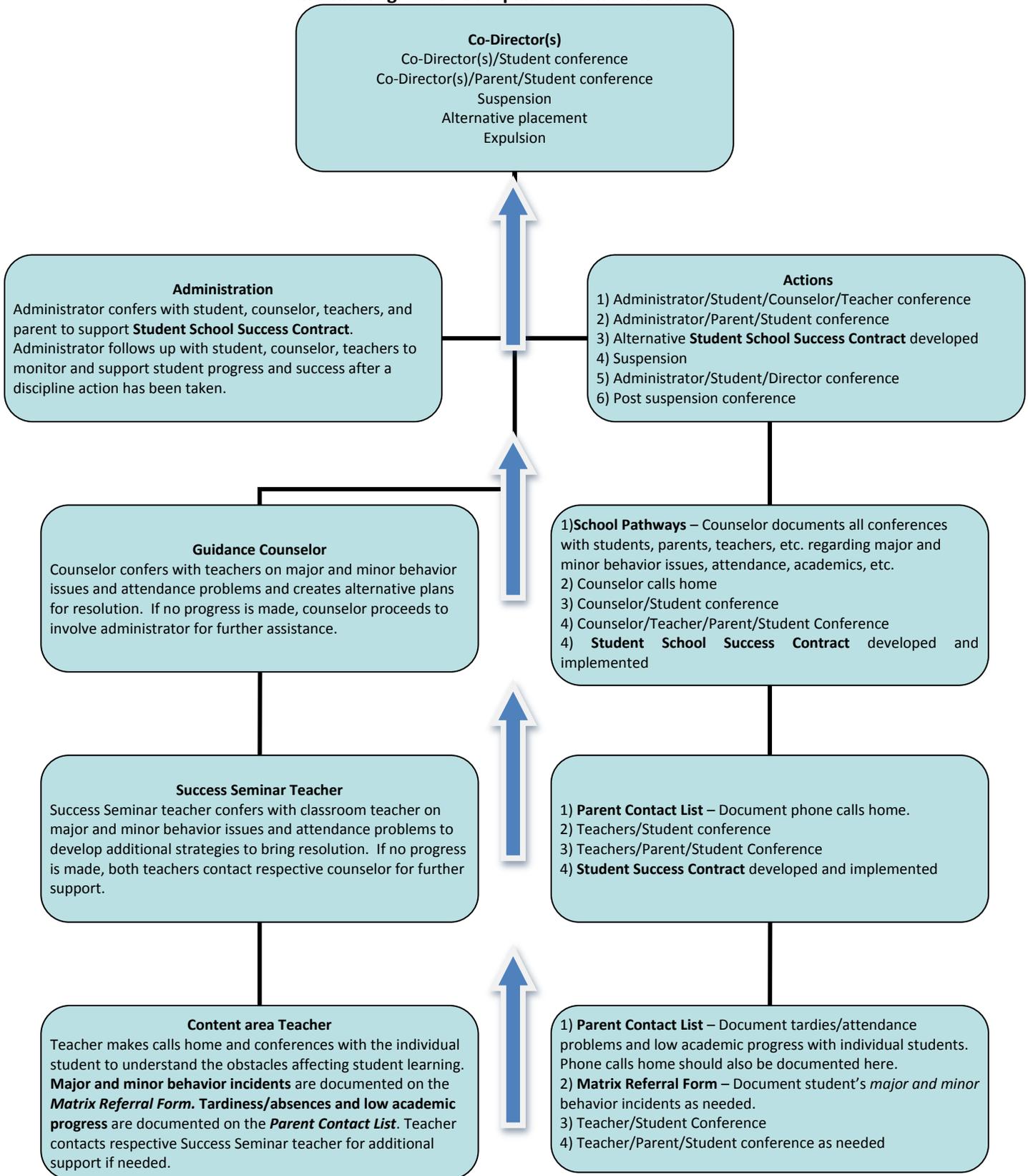
School-wide PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged

curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below.

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none"> <li>* Behavioral Expectations Defined</li> <li>* Behavioral Expectation Taught</li> <li>* Reward system for appropriate behavior</li> <li>* Clearly defined consequences for problem behavior</li> <li>* Differentiated instruction for behavior</li> <li>* Continuous collection and use of data for decision-making</li> <li>* Universal screening for behavior support</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>*Progress monitoring for vulnerable students</li> <li>* System for increasing structure and predictability</li> <li>* System for increasing contingent adult feedback</li> <li>* System for linking academic and behavior performance</li> <li>* System for increasing home/school communication</li> <li>* Collection and use of data for decision-making</li> <li>* Basic-level function-based support</li> </ul>
Tertiary	<ul style="list-style-type: none"> <li>*Functional Behavioral Assessment (full, complex)</li> <li>*Team-based comprehensive assessment</li> <li>*Linking of academic and behavior supports</li> <li>*Individualized interventions based on assessments information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed.</li> <li>*Collection and use of data for decision-making</li> </ul>

The core element of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010).

### Matrix Progressive Discipline Action Flow Chart



### **In-School Suspension**

The Matrix will not be authorizing and/or implementing in-school suspension. Our counseling team and other adults assigned by the courts and/or social services will work at the success centers with the Matrix, to begin and/or continue to understand the social-emotional pressures of our most vulnerable students, who also at times, are the students with disciplinary issues.

### **Grounds for Out-of-School Suspension and Expulsion**

A student may be **suspended or expelled** for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a) While on school grounds
- b) While going to or coming from school
- c) During the lunch period, whether on or off the school campus
- d) During, going to, or coming from a school-sponsored activity

### **Out-of-School Suspension**

The Matrix's commitment is to always have Matrix students, who are having a disciplinary issue, stay engaged academically. By being engaged, our counseling team and outside specialist, that work at that the school site with the Matrix, can begin and/or continue to understanding the social-emotional pressures of our most vulnerable students, who also at times, are the students with disciplinary issues. That being said, the following offenses fall under non-discretionary suspension and will result in a student suspension.

### **Offenses for which students must be suspended**

- 1) Possessing, selling or furnishing a firearm. E.C. 48915(c)(1); 488900(b)
- 2) Brandishing a knife at another person. E.C. 48915(c)(2); 488900(a)(1); 488900(b)
- 3) Unlawfully selling a controlled substance. E.C. 48915(c)(3); 488900(c)
- 4) Committing or attempting to a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 488900(n)
- 5) Possession of an explosive. E.C. 48915(c)(5); 488900(b)

### **Offenses for which a student may be suspended**

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. 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.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. 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.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
  11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  12. Knowingly received stolen school property or private property.
  13. 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.
  14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
  15. 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.
  16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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.
  18. 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.
  19. 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.
  20. 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.
  21. 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.
  22. 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.

Students will receive a mandatory recommendation for expulsion for any of the following reasons:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.

- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive

## **Expulsion**

### **Offenses for which students must be recommended for expulsion**

- 1) Possessing, selling or furnishing a firearm. E.C. 48915(c)(1); 488900(b)
- 2) Brandishing a knife at another person. E.C. 48915(c)(2); 488900(a)(1); 488900(b)
- 3) Unlawfully selling a controlled substance. E.C. 48915(c)(3); 488900(c)
- 4) Committing or attempting to a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 488900(n)
- 5) Possession of an explosive. E.C. 48915(c)(5); 488900(b)

### **Offenses for which students may be recommended for expulsion**

- 1) Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 488900(a)(1); maybe also 488900(a)(2)
- 2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 488900(b)
- 3) Unlawful possession of any controlled substance (except for the first time offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). E.C. 48915(a)(3); 488900(c)
- 4) Robbery or extortion E.C. 48915(a)(4); 488900(e)
- 5) Assault or battery upon any school employee. E.C. 48915(a)(5); 488900(a)(1); and 488900(a)(2)

## **Out-of-School Suspension Procedures**

### **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. 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, 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 suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school along with the appeal process. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay. Student/family can appeal the suspension to the Matrix Co-Director(s).

## **3) Suspension Time Limits/Recommendation for Placement/Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension within an academic school year and a maximum of 20 days during one school year.

## **4) Suspension Appeal**

If the parent wants to appeal the suspension, the parent submits an appeal to the Co- Director(s). The decision of the Co-Director(s) will be final.

## **Suspension Pending Expulsion Hearing**

Upon a recommendation of Placement/Expulsion by the Principal or Principal's 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 determinations: 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.

## **Special Education Students**

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Matrix will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973

## **Academic/Social-Emotional Support Continue for Suspended Students**

The Matrix will continue to provide academic/social-emotional support for suspended students and their families, post-suspension, to facilitate continued access to education. The Matrix's curriculum is online through DiplomaPlus.net. A suspended student will continue to work on their Personal Success Pland and Master Agreement with his/her instructors via online support including but not limited to: sharing and real time editing through Google Docs, Skype, etc. The Matrix will also make every attempt to continue with and/or develop a social-emotional support plan.

## **Expulsion Procedures**

The charter school principal or designee will investigate and gather evidence from witnesses when there is reasonable suspicion of a violation. A student may be expelled upon the recommendation of the school's Principal and following a hearing before an administrative panel (the Co-Directors) issues a decision about the expulsion of any student found to have committed an expellable offense. A student may appeal their expulsion in writing within 15 days of the panel's decision.

Except for expulsions for offenses listed under Education Code Section 48915(c), the Co-Director(s) may only expel a student upon the findings that the student committed the expellable offense and at least one of the following may be substantiated:

- 1.) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2.) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The expulsion hearing shall be held in a 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.

### **Due Process - Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Pupil has committed an expellable offense.

The administrative panel (the Co-Directors) hears the case, and makes a decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

The administrative panel will forward written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. All reasonable accommodations and language support will be made for all families to ensure a clear understanding of the expulsion procedures. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only

by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness" use prior to and during breaks in testimony.
3. At the discretion of administrative panel (Co-Directors) conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. Administrative panel (Co-Directors) conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. Administrative panel (Co-Directors) conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The administrative panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness" presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the administrative from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

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

### **Presentation of Evidence**

A recommendation by the Administrative Panel (co-directors) to expel must be supported by evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom Administrative panel (Co-Directors) on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the administrative panel (Co-Directors) shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the administrative panel (Co-Directors) decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the charter school.

### **Written Notice to Expel**

The Principal or designee following a decision of the administrative panel (Co-Directors) to expel shall send written notice of the decision to expel, including the Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options. All reasonable accommodations and language support will be made for all families to ensure a clear understanding of the expulsion appeal options.
4. Information about alternative placement options. If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion.

Charter School shall also submit an expulsion packet to Charter Schools Division immediately or as soon as practically possible, containing:

- pupils last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion – student's current educational placement
- copy of parental notice expulsion

-copy of documentation of expulsion 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; and  
-if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 the Charter School's failure to implement 504 Plan?

### **Right to Appeal**

If a pupil is expelled, the pupil and/or the pupil's parent or guardian may, within 15 calendar days following the decision of the administrative panel (Co-Directors) to expel, file a written appeal, requesting that the PazLo Education Foundation Governing Board consider to overturn decision.

If appealed, PazLo Education Foundation Governing Board conducts and presides over the expulsion appeal, inclusive of **any new evidence**. The PazLo Education Foundation Governing Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request. The PazLo Education Foundation Governing Board shall render a decision within three (3) schooldays of the appeals hearing. The decision of the PazLo Education Foundation Governing Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the administrative panel (Co-Directors) renders a decision to expel. A pupil who fails to appeal the original action of the Administrative Panel (Co-Directors) within the prescribed time may not subsequently appeal a decision of the administrative panel (Co-Directors).

### **Academic/Social-Emotional Support for Expelled Students**

The Matrix will continue to provide academic/social-emotional support for expelled students and their families, post-expulsion, to facilitate continued access to education until the student is enrolled in an accredited school. The Matrix's curriculum is online through DiplomaPlus.net. An expelled student will continue to work on their Personal Success Plan and Master Agreement with his/her instructors via online support including but not limited to: sharing and real time editing through Google Docs, Skype, etc. The Matrix will also make every attempt to continue with and/or develop a social-emotional support plan. If counseling was already happening it will continue, but off site.

### **Rehabilitation Plan**

The Matrix is committed to re-enrolling and re-habilitating any expelled student as soon as the student can be safely and legally be re-enrolled. Academic and socio-emotional supports will be put in place to ensure student has greater chances to succeed academically and socially.

Terms of expulsion will be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan will 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.

Upon completion of the readmission process, Charter School shall readmit the pupil, unless Charter School's makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.

Charter School's governing board shall review the documents regarding the individual student's rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **Element 11 – Employee Retirement Systems**

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

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

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

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

### **CERTIFICATED STAFF MEMBERS**

Certificated Employees, Teachers, and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers’ Retirement System (CalSTRS). The rights and obligations under this system that apply to the teachers at non-charter schools within the District, shall apply to the eligible teachers at the Matrix. The Matrix will make contributions to these accounts at the appropriate rate. The HR/Operations Manager will forward all required data to the Los Angeles County Office of Education to facilitate their reporting on our behalf to STRS pursuant to Education Code § 47611.3. Additionally, certificated personnel have the option to contribute voluntarily from their salary to a 401(k) retirement account.

### **CLASSIFIED STAFF MEMBERS**

For non-certificated, full-time employees, the Matrix will not participate or contribute to Cal-PERS; employees will participate in the federal Social Security program.

Non-certificated, full-time employees will have the option to voluntarily contribute to a 401(k) retirement account with matching contributions of up to 3%, by the Matrix.

### **OTHER STAFF MEMBERS**

For other employees, the Matrix will not participate or contribute to Cal-PERS; employees will participate in the federal Social Security program.

## **Element 12 – Public School Attendance Alternatives**

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

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

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

Upon enrollment, the parent/guardian of each student enrolled in the Charter School shall be informed that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such right is extended by the local education agency.

## **Element 13 – Rights of District Employees**

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

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

## Element 14 – Mandatory Dispute Resolution

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, 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 Charter School 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 to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal  
Matrix for Success Academy  
1309 N. Wilton Place, 3<sup>rd</sup> floor  
Los Angeles, CA 90028

- 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 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)”

posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

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

### **Notification of Closure Action**

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

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

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### **Financial Close-Out**

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

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

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

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

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

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

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

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

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

### **Disposition of Liabilities and Assets**

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

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

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

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

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

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

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

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

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

In the event that the school closes, the Co-Director, Executive, will serve as the school's closure agent.

## Additional Provisions

### FACILITIES

#### **District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

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

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

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

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

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

#### **Non-District-Owned Facilities**

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

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes,

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

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

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

## **INSURANCE**

### **Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("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.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. 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.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. 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 Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> 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:

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

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

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

#### **Hold Harmless/Indemnification Provision**

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

#### **FISCAL MATTERS**

##### **District Oversight Costs**

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

##### **Cash Reserves**

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

##### **Third Party Contracts**

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

##### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635

of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

### **Internal Fiscal Controls**

Charter School shall 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. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

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

**ADDENDUM**  
**District Required Language for Independent Charter School**  
**Petitions (New and Renewal) and Material Revisions**

**Assurances, Affirmations, and Declarations**

Matrix for Success Academy (also referred to herein as “The Matrix” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for

the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## **Element 1 – The Educational Program**

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

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

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

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

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

Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

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

### **MATHEMATICS PLACEMENT**

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

### **TRANSITIONAL KINDERGARTEN**

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

### **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

### **WASC ACCREDITATION**

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

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners (ELs) in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s 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), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is

implementing either the LAUSD English Learner Master Plan *or* Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the 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 Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with 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 section 56195.1(a). As a single-District SELPA, the District has

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

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day  
District ID, 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
- All Students enrolled as of December 1 of each school year  
  
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  
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
- Graduation roster from all charter schools with 12th grade students with disabilities

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

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

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately

assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Element 6 – Health and Safety Procedures**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

### **SAFE PLACE TO LEARN ACT**

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

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## **Element 8 – Admission Requirements**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## **HOMELESS AND FOSTER YOUTH**

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

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

## **NON-DISCRIMINATION**

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

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

## **Element 9 – Annual Financial Audits**

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

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

primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. 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:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. 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 section 49068 (a) and (b).

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter

School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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

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

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

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

## **Element 12 – Public School Attendance Alternatives**

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

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

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

### **Element 13 – Rights of District Employees**

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

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

### **Element 14 – Mandatory Dispute Resolution**

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

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, 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 Charter School shall be resolved in accordance with the procedures set forth below:

- 5) 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 to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal  
Charter School  
[See Element 14]

- 6) 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.
- 7) 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.
- 8) 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 – Charter School Closure Procedures**

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

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

### **CLOSURE ACTION**

The decision to close Charter School, either by the governing board of Charter School 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 (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

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

### **Designation of Responsible Person(s) and Funding of Closure**

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

### **Notification of Closure Action**

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

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

### **Records Retention and Transfer**

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

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### **Financial Close-Out**

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

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

4. 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.
5. 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.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

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

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

### **Disposition of Liabilities and Assets**

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

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

## **Additional Provisions**

### **FACILITIES**

### **District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities

with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

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

- (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
- (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

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

enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] 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:

5. 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.

6. 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.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. 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 Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

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

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

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

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

#### **Hold Harmless/Indemnification Provision**

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

#### **FISCAL MATTERS**

##### **District Oversight Costs**

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

### **Cash Reserves**

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

### **Third Party Contracts**

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

### **Special Education Revenue Adjustment/Payment for Services**

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

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the

Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

#### **Internal Fiscal Controls**

Charter School shall 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. (Ed. Code § 47612(b).)

#### **Local Control and Accountability Plan**

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