

Matrix for Success Academy (The Matrix)



**Charter School Renewal Petition
for a Five-Year Term
(July 1, 2026 – June 30, 2031)**

Submitted by the PazLo Education Foundation
to the Los Angeles Unified School District
on August 21, 2025

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Assurances, Affirmations, and Declarations

Matrix for Success Academy (also referred to herein as “The Matrix,” “Matrix 4 Success,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from 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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of

kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

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.-

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

<u>GENERAL INFORMATION</u>	
<ul style="list-style-type: none"> The name and title of the contact person for Charter School is: 	<i>Margret Woelke, Co-Executive Director /Cesar Lopez, Co-Executive Director</i>
<ul style="list-style-type: none"> The contact address for Charter School is: 	<i>700 Wilshire Blvd, 4th Floor Los Angeles, CA 90017</i>
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	<i>(323) 765-7005</i>
<ul style="list-style-type: none"> The current address(es) of the Charter School is/are: 	<p><i>SLA Location #1: 1010 E. 34th Los Angeles, CA 90011</i></p> <p><i>DTLA Location #2: 700 Wilshire Blvd, 4th Floor Los Angeles, CA 90017</i></p> <p><i>SFV Target Location #3: TBD (See targeted SFV Zip Codes below) 91405, 91402, 91406, 91343, 91331, 91306</i></p>
<ul style="list-style-type: none"> Location(s) is/are in LAUSD Board District: 	<p><i>#1: 5</i></p> <p><i>#2: 2</i></p> <p><i>#3: 6</i></p>
<ul style="list-style-type: none"> Location(s) is/are in LAUSD Region: 	<p><i>#1: East</i></p> <p><i>#2: East</i></p> <p><i>#3: North</i></p>
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	<i>9-12</i>
<ul style="list-style-type: none"> The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget, as well as the rollout plan in the petition, if applicable) will be: 	<i>400</i>
<ul style="list-style-type: none"> The grade level(s) are: 	<i>9-12</i>
<ul style="list-style-type: none"> Charter School’s scheduled first day of instruction is: 	<i>July 13, 2026</i>
<ul style="list-style-type: none"> The enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.) 	<i>500</i>
<ul style="list-style-type: none"> 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>
<ul style="list-style-type: none"> The regular bell schedule for Charter School will be: 	<i>Flex-based charter offering daily support at Success Centers open Monday through Friday 8:30AM – 4:00PM</i>

Self-Reflection for the Charter School

Rationale for Renewal: Matrix for Success Academy

Matrix for Success Academy respectfully submits this rationale and petition in support of its charter renewal for an additional five-year term. Our continued operation is vital to address the critical educational needs of Los Angeles's most vulnerable youth, a mission we have demonstrably fulfilled with significant and measurable success.

Our Foundational Model and Commitment to Vulnerable Youth:

Matrix for Success Academy operates on the profound belief that every student possesses inherent talents and deserves a personalized, rigorous educational pathway that not only prepares them for college and a career, but also for a life of purpose and positive societal contribution. As a hybrid flex-based DASS school, Matrix is uniquely designed to serve the most at-risk student populations in Los Angeles, including homeless students, high school drop-outs seeking re-engagement, and pregnant/parenting teens. Our flexible learning approach, which seamlessly combines individualized online instruction with essential personalized in-person support, is meticulously crafted to accommodate the complex lives and diverse learning needs characteristic of these students. This intentional design ensures equitable access to education and cultivates an all-embracing learning community where every student feels genuinely supported and empowered to thrive.

Successful Implementation of the Key Innovative and Synergistic Educational Framework:

Our distinctive model is characterized by the seamless integration of several pioneering components specifically designed to meet the needs of our targeted student population, LA's at-risk youth:

- **Diploma Plus Competency-Based Learning:** This model ensures that learning is tailored to individual mastery, allowing students to progress at their own pace while achieving deep understanding.
- **Adaptive DPNP Digital Learning Platform:** This platform provides the technological backbone for our individualized online instruction, adapting to student needs and providing real-time progress monitoring.
- **"myflexcommunity" App:** Our robust community engagement tool fosters continuous partnership with families and the broader community, creating a supportive ecosystem around each student.
- **Collective Care Continuum (C3) Wellness Framework:** This pioneering framework provides comprehensive well-being support for both students and staff, recognizing that holistic wellness is critical for sustained academic and personal growth, especially for our vulnerable population.

This synergistic approach enables us to deliver deeply individualized instruction, maintain real-time oversight of student progress, cultivate continuous family and community partnerships, and provide essential well-being support. These elements are critical for fostering sustained academic and personal growth, particularly for the at-risk and vulnerable student population we serve.

Academic performance data and other absolute and comparative performance indicators, including both schoolwide and student group academic achievement and growth data and other performance indicators

As a DASS school with a historically low, yet improving stability rate (see item discussed below) over the last 5 years, Matrix's performance is reflected in the growing stability rate, growing graduation rates, improving chronic absenteeism rates, growing college-going rates, and more significant – unprecedented graduation rates

within the most vulnerable student subgroups, who prior to Matrix enrollment were not in school, as presented below in this document.

Success of the key and/or innovative features of the educational program - Demonstrated Impact: Re-engagement and Academic Achievement

The most impactful aspect of Matrix for Success Academy’s work in Los Angeles is our proven ability to re-engage previously out-of-school youth. The California CDE Stability Rate data unequivocally illustrates the severity of the instability faced by our students prior to enrolling with Matrix. Despite this challenging baseline, Matrix has consistently and significantly increased its stability rate over the past four years, more than doubling the rate since the 2020-21 school year.

School Year	Matrix Stability Rate	LAUSD Stability Rate	LA County Stability Rate
2020-21	17.70%	91.90%	92.80%
2021-22	23.50%	87.20%	88.90%
2022-23	25.10%	89.60%	90.50%
2023-24	36.80%	89.30%	90.40%

Source:
<https://dq.cde.ca.gov/dataquest/DQCensus/StbStudentReport.aspx?agglevel=School&cds=19647330137562&year=2023-24>

For comparison, the LAUSD and Los Angeles County Stability Rates consistently remain high, reflecting their mainstream student populations. This stark contrast underscores that the student population served by Matrix is fundamentally different from the city and larger county student populations. Nevertheless, Matrix continues to demonstrate remarkable success, not only growing its stability rate but also increasing the absolute number of stable pupils.

Furthermore, Matrix has achieved consistent multi-year growth in its graduation rates, regardless of the specific measurement metric:

School Year	CDE Dataquest DASS 1-Year Grad Rate	CA Dashboard 4-5 Year Cohort Graduation Rate
2020-21	16%	---
2021-22	30.1%	29.9%
2022-23	37.3%	40.3%
2023-24	47%	41.1%

This sustained growth in both the CDE Stability Rate and graduation rates serves as explicit evidence of the innovation, effectiveness, and efficacy of our model. It documents Matrix for Success Academy's profound impact and unwavering commitment to reconnecting, re-engaging, and graduating youth who were previously left out, left behind, and entirely disengaged from the traditional education system.

CA DASS Innovation

As a DASS school since inception, Matrix has served for seven (7) years in the best interest of the Charter School's pupils, many who at the time of enrollment were not attending any other school. As the table below shows, in the last four years alone Matrix has served over 1,000 students who were severely credit deficient; close to 700 students who had already moved through several high schools and had gaps in their enrollment; over 400 homeless/foster youth; over 60 students who were labeled drop outs and/or were retained in earlier grades; and over 160 parenting/pregnant minors, which Matrix understands is one of the most forgotten and vulnerable youth groups in the system.

Matrix DASS Profile - Major categories of students served - Last 4 Years	2021-22	2022-23	2023-24	2024-25	TOTALS
Pregnant and/or parenting	53	49	44	21	167
Retained more than once in kindergarten through grade eight	2	4	14	9	29
Recovered dropouts based on Education Code Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.	6	13	17	5	41
Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)	265	250	288	271	1074
Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)	115	79	86	67	347
Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)	84	68	92	96	340

Foster Youth (Education Code Section 42238.01(b))	3	4	5	4	16
Homeless Youth	115	126	116	62	419

Source: CDE Submitted 2024-25 CDE DASS Indicator Survey for designation

“Dashboard Alternative School Status Schools

The Dashboard Alternative School Status (DASS) program replaces the Alternative Schools Accountability Model (ASAM) and holds alternative schools accountable for alternative accountability indicators incorporated in the Dashboard based on the charter school’s pupil population served as well as the alternative metrics mutually agreed upon between the chartering authority and the charter school per Education Code Section 47607(c)(7). A DASS school, which cannot qualify for the High, Middle, or Low performance categories, has their own renewal criteria and is not included in the Charter School Performance Category Data File. To determine if a school is participating in the DASS program, download the Current DASS Schools data file posted at [Active DASS Schools](#).

Education Code Section 47607(c)(7) requires a chartering authority to consider a DASS school's performance on the Dashboard (all performance indicators and local indicators) as well as on “alternative metrics.” These alternative metrics are to be mutually determined by a charter school and its chartering authorities during the first year of the charter school's charter term. A chartering authority is to notify a DASS school of the alternative metrics to be used within 30 days of the meeting where metrics were discussed and agreed to. Denial of the renewal of a DASS school must include written findings of fact supporting the supposition that the closure of the charter school is in the best interest of the pupils.”

<https://www.cde.ca.gov/sp/ch/renewalprocess.asp#dass>

Renewing Matrix’s charter will ensure thousands more pupils (who are often already left out of the system) have the transformative opportunity to continue to be brought back into the educational system and be served in their best interest. The table below shows the percentage of students over the last four (4) years who met one or more DASS indicators, as well as the unduplicated count percentage. Matrix has consistently served a student population made up of between 80 to 90 percent of youths who meet DASS indicators.

Matrix DASS Profile - Last 4 Years Unduplicated Counts	2021-22	2022-23	2023-24	2024-25
% Students With More than 1 Indicator	60.76%	55.23%	46.98%	36.65%
% Unduplicated Counts/Total DASS Students	90.99%	88.08%	82.55%	81.68%

The compelling data on student stability and overall graduation rates, coupled with our unique, student-centered, and holistically supportive educational model, unequivocally demonstrates Matrix for Success Academy's vital role in the Los Angeles educational landscape.

Success of the key and/or innovative features of the educational program - Growing and Strong Academic Outcomes: Unprecedented Results for Vulnerable Youth

Despite serving a population that traditionally faces significant barriers to educational success—including those with DASS status, those residing in targeted areas, and the specific vulnerable subgroups outlined above—our

students consistently achieve unprecedented graduation results. These outcomes are particularly remarkable given the immense challenges our students navigate daily.

The table below highlights the incredible growth in 1-Year DASS graduation rates for some of the most vulnerable student subgroups tracked by the State of California over the last five years:

Student Group	2020 Graduation Rate	2021 Graduation Rate	2022 Graduation Rate	2023 Graduation Rate	2024 Graduation Rate
All Students	19.40%	16.00%	30.10%	37.30%	47.00%
Homeless			31.80%	41.50%	56.70%
Socioeconomically Disadvantaged	20.00%	15.70%	30.70%	37.00%	47.60%
Students with Disabilities		16.70%	40.00%	33.30%	54.20%

Source: <https://www6.cde.ca.gov/californiamodel/GradReport?year=2024&cdcode=&scode=0137562&dass=y>

Of particular significance is the fact that, post-COVID, Matrix has more than doubled its graduation rates within *every subgroup* included in state metrics. This achievement is truly extraordinary when considering that the students now graduating had previously faced a near-zero probability of completing their education. Most of these students were, and had not been, in school prior to enrolling and re-engaging at Matrix for Success Academy. These results are not merely incremental improvements; they represent a fundamental shift in life trajectories for hundreds of young people who would otherwise have remained disengaged from the educational system. This profound impact underscores the unparalleled effectiveness and necessity of Matrix's specialized approach.

The unparalleled data on growing graduation rates of the most vulnerable youth subgroups year after year in tandem with our supportive educational model, unequivocally demonstrates Matrix for Success Academy's vital role in Los Angeles. We have proven our capacity to serve the most challenging student demographics with exceptional outcomes. Renewing Matrix for Success Academy for another five-year term will ensure that these critical services continue, allowing us to further expand our reach and deepen our impact on the lives of countless vulnerable youth in our communities.

The Matrix will continue to 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.

Success of the key and/or innovative features of the educational program - Self-Reflection for Charter School

While dropout prevention programs offered by LAUSD, the 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. Matrix offers a unique model that provides

crucial flexibility and support to meet the needs of students that are not currently being served by existing programs.

While the Los Angeles Unified School District has made gains in increasing high school graduation rates in recent years, over just the last 3 years, over 16,000 students did not graduate with their cohort or dropped out of school. This figure above excludes the other 79 school districts within Los Angeles County which each contribute additional numbers to this significant problem. The table below shows the Los Angeles County wide problem to be close to 49,000 students who did graduate or dropped out of school.

<i>Source - https://dq.cde.ca.gov/dataquest/</i>	Cohort Students	Regular HS Diploma Graduates	Total Non-Grads / Drop outs (Cohort students minus graduates)	Official Drop-out Count (CALPADS)
2021-22 LAUSD	43,582	38,084	5,498	2,724
2022-23 LAUSD	42,946	36,976	5,970	3,048
20223-24 LAUSD	41,955	37,127	4,828	2,275
			Annual Average dropping out	2,682.3
Total LAUSD 3 Year Non-Grads / Drop-outs (Cohort students minus graduates)			16,296	8,047
<i>Source - https://dq.cde.ca.gov/dataquest/</i>	Cohort Students	Regular HS Diploma Graduates	Total Non-Grads / Drop outs (Cohort students minus graduates)	Official Drop-out Count (CALPADS)
2021-22 LA County	115,462	99,465	15,997	5,521
2022-23 LA County	114,213	96,425	17,788	6,725
2023-24 LA County	112,331	97,407	14,924	6,119
			Annual Average dropping out	6,121.7
Total LA County 3 Year Non-Grads / Drop-outs (Cohort students minus graduates)			48,709	18,365

As we know from our seven years of experience in founding and developing Matrix, 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 Matrix, over the last four years, between 64%-90% of all of our new enrollees arrived at Matrix 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 Matrix 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 disorders, 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.

Tackling Chronic absenteeism in context of our students served

Another measure of Matrix for Success Academy's impact is vividly reflected in its astounding progress in combating chronic absenteeism, a metric that often plagues schools serving vulnerable populations. Looking at the data, a compelling story unfolds:

- **2021-22:** With an eligible enrollment of 283 students, the chronic absenteeism count stood at 206, resulting in a daunting rate of 72.80%.
- **2022-23:** The Charter School saw a slight increase in eligible enrollment to 296, yet the chronic absenteeism count dropped to 185, bringing the rate down significantly to 62.50%. This was the first clear sign that their strategies were taking hold.
- **2023-24:** The Matrix's reputation and reach grew, with eligible enrollment soaring to 396 students. Remarkably, despite this substantial growth, the chronic absenteeism count further plummeted to 166, slashing the rate to an impressive 41.90%. This period marks a pivotal moment, demonstrating the Charter School's ability to scale its success.
- **2024-25 (Preliminary):** The positive trend continues with eligible enrollment holding strong at 393. The preliminary data shows an even more dramatic reduction in chronic absenteeism, with only 137 students falling into this category, pushing the rate down to an incredible 34.88%.

Matrix for Success Academy	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2021-22	283	206	72.80%
2022-23	296	185	62.50%
2023-24	396	166	41.90%
2024-25 (Prelim.)	393	137	34.88%

<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRateLevels.aspx?cds=19647330137562&aqglevel=School&year=2021-22&ro=y>

This remarkable trajectory of declining chronic absenteeism, especially against a backdrop of increasing enrollment, speaks volumes about Matrix's commitment to fostering a positive culture and encouraging consistent student engagement. It's not just about numbers; it's about transformed lives. Each percentage point drop represents more students consistently engaged, more young parents accessing vital support, more homeless youth finding stability, and more once-disenfranchised individuals rediscovering their potential.

Matrix for Success Academy's success is a direct result of its unwavering commitment to its students. It's a place where individualized support, understanding, and a tailored approach to education replace judgment and despair. By addressing the root causes of absenteeism – whether it's providing childcare, connecting students with housing resources, offering flexible learning schedules, or simply fostering a deeply empathetic environment – Matrix has created a model of success that defies the odds.

The journey from a 72.80% chronic absenteeism rate to a preliminary 2024-25 34.88% in just four years, while simultaneously expanding its reach to more students in need, is nothing short of extraordinary. Matrix for Success Academy isn't just a school; it's a beacon of hope, proving that with the right support, every student, regardless of their past circumstances, can achieve success.

College Going rates - From not being in school, to graduating, to attending colleges

Matrix's recent achievements are nothing short of miraculous. While the journey to success for these students often begins with overcoming significant barriers to consistent attendance, the tangible outcome of their renewed engagement is powerfully reflected in the Charter School's increasing college-going rate.

Consider the data: in the 2020-21 academic year, the college-going rate stood at 7.70%. A year later, in 2021-22, that figure soared to an astonishing 20.00%. This increased metric demonstrates a collective accomplishment well beyond its statistical significance; it's a profound narrative of transformation. It speaks volumes about an environment where students, once disengaged or disenfranchised, are not only re-engaging with their education but are also envisioning and actively pursuing futures that once seemed unattainable.

Matrix for Success Academy	College-Going Rate
2020-21	7.70%
2021-22	20.00%

<https://dq.cde.ca.gov/dataquest/DQCensus/CGRLocLevels.aspx?aqglevel=School&cds=19647330137562&year=2021-22&ro=y>

This remarkable surge in college enrollment is a direct reflection of the Matrix's holistic approach. It signifies that Matrix for Success Academy is not merely a place of learning, but a community that fosters resilience, provides critical support systems, and reignites aspirations. The growth is a powerful indicator that Matrix is successfully addressing the root causes of disengagement, creating a nurturing space where chronic absenteeism is significantly reduced because students feel valued, understood, and empowered to succeed.

Matrix for Success Academy is more than a school; it is a catalyst for change, demonstrating that with the right support, every student, regardless of their past, possesses the potential to achieve their dreams and build a brighter future.

STUDENT POPULATION TO BE SERVED

The Matrix founders have continued to review a variety of publicly available drop-out data from the California Department of Education (“CDE”) and research organizations such as Catalyst California (formerly known 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. Catalyst California evolved their groundbreaking research of Los Angeles County into the Student Equity Need Index (“SENI”) now used by LAUSD as a guiding tool for equitable resource distribution.

The Student Equity Need Index is a research-based equity index, implemented by LAUSD, which uses comprehensive academic- and community-based indicators to rank schools from highest to lowest according to

student need. With these rankings, LAUSD can more accurately understand the needs of its schools to equitably distribute funds to effectively address the achievement gap.

SENI’s in-depth research and mapping provides detailed information about some of Los Angeles’ most vulnerable neighborhoods. We have selected the communities 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. 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, DTLA/McCarthur Park, and Panorama City/Pacoima in the San Fernando Valley.

Since its opening in the Fall of 2018, the data has not changed much for the targeted areas, however as part of Pico Union/Koreatown have been gentrified, zip codes with the most population below the poverty level has been further concentrated in the Downtown LA zone and along the 110 Freeway Corridor. In the San Fernando Valley, parts of Pacoima and Sylmar have also been gentrified, pushing poverty and vulnerable families south towards the Panorama City/North Hills communities. Below are the most recent targeted zip codes based on Catalyst California SENI research and Stanford University’s [Data Commons](#) mapping of Zip codes with the most population below the poverty line.

DTLA – Target Area 1 – *Existing Matrix Site		
	Community	% Population Under Poverty Level
90013	Arts District / Skid Row	50.7
90021	Fashion District	46.2
90017*	Westlake	38.3
90007	110 Corridor North	32.3
90015	Fashion District	32.2
90033	East LA	24.6
90057	Westlake/McArthur Park	24.4
South LA – Target Area 2 – *Existing Matrix Site		
	Community	% Population Under Poverty Level
90037	South Figueroa Corridor	27.1
90044	110 Corridor West	26
90003	110 Corridor East	25.7
90011*	Historic South Central	24.7
90061	110 Corridor Athens	24.1
90002	Watts	23
90001	Florence	19.5
San Fernando Valley – Target Area 3 – Planned Site in 2025-26		
	Community	% Population Under Poverty Level
91405	Van Nuys	20.2
91402	Panorama City	18.7
91406	Van Nuys Lake Balboa	17
91343	North Hills	16.7
91331	Pacoima	15.6
91306	Canoga Park	18.6

Target Student Population

The Matrix plans to enroll approximately 500 students at capacity, served at three Success Centers located across LAUSD (150-200 students per site). 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; pregnant/parenting, Homeless and foster youth will be a particular focus in our outreach efforts as our flex-

based program with one-stop shop comprehensive supports is designed to meet their significant needs. Personalized schedules, 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 Rollout Plan

We know from experience that predicting exact enrollment on any given day, particularly per grade level, is virtually impossible with vulnerable youth populations. Based on the last seven years, we expect to see many more upper-grade level students (who arrive severely credit-deficient) than those who are just entering high school, thus our enrollment projections skew more heavily to 12th graders – in our experience, most of our enrollees will not 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.

Enrollment Roll-Out Plan					
Grade	2026-27	2027-28	2028-29	2029-30	2030-31
9	25	25	50	50	50
10	75	75	75	75	75
11	100	100	100	125	125
12	200	225	225	250	250
Total	400	425	450	500	500

The Matrix Meets 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 transient and vulnerable population.

The Matrix is carefully designed to meet all these needs. The Matrix provides a student-centered grades 9-12 instructional program through our Diploma Plus Competency-based, personalized instructional model, designed to allow for flexibility while maximizing access to educational resources for every student. The Matrix Success Centers combine independent study with comprehensive and extensive services that include campus-based classes, labs, enrichments, counseling, psycho-social support and extracurricular activities. Every student has a personalized schedule targeting their individualized educational needs, including career and employment needs through partnerships, while providing daily access to counseling, social supports and much needed post-secondary planning from day one.

The focus of 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. Matrix is fully accredited from the Western Association of Schools and Colleges and ensures all core courses meet A-G UC/CSU approval.

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

Educated Person in 21st Century

The 21st-Century Matrix Graduate: Cultivating Competence, Flexibility, and Lifelong Learning

The Matrix aims to cultivate **21st-century educated citizens** who are not only knowledgeable but also adaptable, responsible, and engaged. A Matrix graduate is more than just a recipient of information; they are an active participant in their learning journey and a resourceful contributor to society. This is achieved through a deep integration of **competency-based learning**, emphasizing mastery and practical application, alongside the development of **flex-based and hybrid learning skills** that prepare them for a dynamic world.

A Matrix graduate is a person who:

- **Demonstrates deep mastery of standards-aligned core academic content**, moving beyond basic understanding to achieve much higher levels of **competency**. This means they can apply their knowledge effectively in diverse situations, reflecting a true grasp of the subject matter rather than simply memorizing facts.
- **Is adept at utilizing information and communication technologies**, recognizing these as essential tools for learning, collaboration, and problem-solving in a digital age.
- **Examines issues from multiple perspectives**, fostering critical thinking and a nuanced understanding of complex challenges.
- **Is respectful of themselves, others, and the environment**, demonstrating a strong sense of empathy and global citizenship.
- **Takes responsibility for their behavior and the effect of their actions** on others and the surrounding environment and community, embodying ethical awareness and accountability.
- **Assesses and solves problems** effectively, whether independently or collaboratively, showcasing both initiative and teamwork skills.
- **Reflects constructively on their own work and the work of peers**, continually striving for improvement and fostering a culture of feedback.
- **Understands and practices the skills of democratic participation**, including mediation, conflict resolution, leadership, consensus building, effective speaking and listening, and collaboration, all vital for contributing to a thriving society.
- **Communicates effectively**, articulating written and spoken ideas clearly and confidently across various platforms and audiences, a hallmark of both academic and professional success.
- **Holds a strong sense of personal commitment to action and service**, actively contributing to their communities and the world at large.
- **Is self-directed, self-knowledgeable, and a lifelong learner**, embracing the continuous pursuit of knowledge and personal growth. This is particularly crucial in a rapidly evolving world where learning doesn't end with a degree.
- **Is resourceful and flexible to the changing demands of the job market**, leveraging **flex-based and hybrid learning skills** to adapt quickly to new technologies, methodologies, and career paths. They understand how to learn in various modalities—whether online, in-person, or blended—and can navigate self-paced and structured learning environments with equal

proficiency. This adaptability, fostered through exposure to diverse learning approaches, ensures they remain relevant and competitive throughout their lives.

HOW LEARNING BEST OCCURS

After seven years of empowering students, Matrix for Success Academy has a proven track record of nurturing student success through our innovative and personalized approach. Our core belief is that vulnerable students thrive in an environment where their unique needs are met, their well-being is prioritized, and their learning is truly individualized.

Students learn *how* to learn by giving them the tools 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:

- **Competency Based/Authentic Assessment:** 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).
- **Social/Emotional Development:** our vulnerable student population 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 . . . 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 their 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.

- **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.” Students are offered challenging work that requires critical thinking and the ability to articulate one’s ideas. When students are struggling, teachers do not lower their expectations, but instead find creative new ways to ensure students master the content, skills and attributes, 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 is 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 is personally known by several caring, compassionate and committed 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 our flex-based study program, students 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, through a system of comprehensive supports that ensures 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 (“CCSS”), Next Generation Science Standards (“NGSS”) History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”), and going backwards to devise the lessons and assessments that will achieve and measure success aligned with State Standards. 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.

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.

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

The Matrix enables 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 serve and continuing the implementation of our competency-based instructional program will continue to 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.

LCFF Annual Goals ad Outcomes

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
<p>CONDITIONS OF LEARNING 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.</p>	<p>Related State Priorities: X 1 <input type="checkbox"/> 4 X 7 X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>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.</p> <ul style="list-style-type: none"> Matrix will maintain a credential review log as part of the teacher hiring process and support our teachers’ credentialing needs. Matrix will review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance. <p>Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</p> <ul style="list-style-type: none"> Matrix will review alignment of instructional materials to standards and course offerings. The Matrix budget will be reviewed every year to ensure an adequate budget for instructional materials is in place. <p>Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).</p> <ul style="list-style-type: none"> Matrix will do regular facility inspections to screen for safety hazards. Regular cleaning and maintenance by qualified staff and/or a specialized agency will maintain all Matrix sites 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.

- 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.
- Matrix will provide Professional Development to teachers examining CAASPP and Renaissance STAR 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 the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- 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.
- Matrix’s educational and student support programming will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.
- Matrix will provide opportunities for all students to create or demonstrate advanced academic performance in corresponding Diploma Plus competencies and rubrics.
- Matrix will provide 1:1 technology (Chromebook) and wi-fi enabled hotspots to all students to ensure access to the DPNG learning platform, 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 (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						
<p>Priority 1, Outcome #2: All Matrix students will have access to standards-aligned instructional materials pursuant to Education Code Section 60119</p> <p>Metric/Method for Measuring: % of Matrix students who will have sufficient access to standards-aligned instructional materials.</p>						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
<p>Priority 1, Outcome #3: Matrix facilities will be maintained in good repair pursuant to Education Code section 17002(d).</p> <p>Metric/Method for Measuring: % of rooms (all) in good repair; Matrix administration will work with staff, vendors and lessors/facilities partners to ensure facilities are maintained in good repair.</p>						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						

Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Priority 2, Outcome #1: 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 (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

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 (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
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All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
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 X 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
Priority 4 Outcome 1 - Share of pupils that are college and career ready (A-G) <ul style="list-style-type: none"> Matrix will offer courses that meet UC/CSU admission requirements to all students. Matrix counselors will offer ongoing 1-4-year graduation success plans (depending on level of credit deficiency, student age, and unique circumstances 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. Matrix will develop CTE courses and pathways for students interested in non-college options during high school and after graduating. 	
Priority 4 Outcome 2 - English learner proficiency growth and reclassification rate <ul style="list-style-type: none"> Matrix's budget will be reviewed every year to ensure an adequate budget for appropriate EL instructional materials is in place. Matrix will add additional support 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

- 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, instructional, and testing/data staff will review course passing data at regular intervals for EL students to proactively support students toward academic success in core English courses.
-

Expected Annual Measurable Outcomes

Priority 4, Outcome #1: Long-term enrolled Matrix graduates will be college and/or career ready (A-G eligible) upon graduation, having completed all A-G course requirements.

Metric/Method for Measuring: % of graduates meeting A-G requirements, eligible to apply to a 4- year college or university.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	51%	53%	55%	57%	60%	65%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	50%	53%	55%	57%	60%	65%
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	50%	53%	55%	57%	60%	65%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Priority 4, Outcome #2: English Learner students grow in English proficiency prior to graduation.

Metric/Method for Measuring: % of EL students meeting reclassification criteria.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learner Students	4.2%	6%	10%	13%	18%	20%

Long-Term English Learner Students	4.2%	6%	10%	13%	18%	20%
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Priority 8, Outcome #1: Matrix EL students will increase proficiency in CCSS-aligned ELA and Math courses.

Metric/Method for Measuring: % of EL students passing core ELA and Math courses each year.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learner Students	28%	35%	42%	53%	62%	70%
Long-Term English Learner Students	28%	35%	42%	53%	62%	70%
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2026)**

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 educational partners.

Related State Priorities:

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

- Matrix will create outreach media materials and resources (website, brochures, flyers, etc.) in both English and other necessary languages to promote the school’s vision and events such as school and job fairs, workshops, trainings, etc.

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, pregnant and parenting adolescents, and youth coming out of the correctional system is in place for personalization of graduation paths as needed.
- Matrix will provide annual culturally 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 graduation rates

- Matrix will monitor and analyze course passing rates and credit counts for every student every semester.
- Matrix will alter and adjust school-site 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 an adequate budget for counseling is in place to maintain the low 150:1 student: counselor ratio.

Priority 6 Outcome 1 (school climate) – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- Matrix will increase outreach activities for students and parents to become more involved and access resources within school sites.
- Matrix will, through our Success Seminar, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Expected Annual Measurable Outcomes

Priority 3, Outcome #1: Increased parental and educational partner input into decision making

Metric/Method for Measuring: % of parents/community responding to surveys/questionnaires, other feedback opportunities.

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	10%	20%	25%	30%	35%	40%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Priority 5, Outcome #1: Attendance rates increase for all students (ADA apportionment percentages).

Metric/Method for Measuring: Student attendance percentages.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	89.28%	91%	92%	93%	94%	95%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	89.28%	91%	92%	93%	94%	95%
Foster Youth Students						
Students with Disabilities						
African American Students						

American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	89.28%	91%	92%	93%	94%	95%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Priority 5, Outcome #2: Increased 1-Year DASS graduation rates for Matrix students.

Metric/Method for Measuring: % of long-term enrolled students graduating.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	47%	50%	53%	56%	59%	62%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students	47%	50%	53%	56%	59%	62%
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	47%	50%	53%	56%	59%	62%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Priority 6, Outcome #1: Positive school climate for all students.

Metric/Method for Measuring: % of students and other educational partners who see Matrix as a safe, supportive environment for all. (Agree and Strongly Agree)

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)

All Students (Schoolwide)	94.4%	95%	96%	96%	97%	98%
English Learner Students						
Long-Term English Learner Students						
Socioeconomically Disadvantaged Students						
Foster Youth Students						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Instructional Design and Innovation

The Matrix offers a unique model for learning that blends extensively supported 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. Students 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 State Standards-aligned and based on approved curriculum, with clear learning objectives in our Diploma Plus 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. Personalized Path to Graduation
3. Diploma Plus Competency-Based Learning Model
4. Site-Based Academic Support
5. Collective Care Continuum ("C3") Whole-Child, Trauma-informed Approach

Innovation and Key Features of the Educational Program - Multiple Personalized Paths to Graduation

In addition to the Master Independent Study Agreement for each school year, which focuses on compliance and short-term goals for the semester or school year, each student is assigned to a student success team that includes a guidance counselor, a social worker, a success seminar teacher (supervising teacher) to ensure holistic long-range planning and goal-setting, including steps needed to graduate and post-secondary education and/or career plans. Goal setting is based on the student's credits earned, previous school records, graduation path, past successes and challenges, and future long and short-term goals. Each student's success team will meet at the end of every term to review and update each student's plan as needed. The Matrix student success team approach provides a powerful tool for students to meet the goals for their future and track their own progress towards those goals.

The Matrix intends to offer all possible paths for every student to graduate based on their individual circumstances. While the 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 eligible for adjusted or exempted graduation requirements pursuant to Education Code Section 51225.1 for those in foster care (AB 167) or experiencing homelessness (AB 216). Accordingly, they are eligible to earn 130 credits for a state diploma. Our goal is to fully inform and educate every student of all options available to them for high school completion, and make sure every student understands that there is always light at the end of their education tunnel.

Significant access increase - 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	Pursuant to Ed. Code section 51225.1 Homeless/Foster Youth & CA HS Diploma	HS Equivalency Plus 50 Credits HS Diploma Path
Examples of Qualifying	17 year-old student teen mom who dropped out,	18 year-old student with 10 th grade credits	16 year old foster youth whose education has been	18 year old student who has experienced

Students Based on real Graduates during last 7 years	has 10 th 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	who is interested in just completing HS for employment/military purposes	severely disrupted by being in the foster care system and incarceration events, minimal high school credits, desire to complete diploma for employment/military purposes	homelessness and needs to work to help support his family; desire to earn diploma and work full-time in a higher paying job
The Matrix	English – 40 Credits	English – 40 Credits	English – 30 Credits	English – 10 Credits
Multiple Pathways toward a High School Diploma	Math – 30 Credits	Math – 20 Credits	Math – 20 Credits	Math – 10 Credits
	Social Sci – 30 Credits	Social Sci – 30 Credits	Social Sci – 30 Credits	Social Sci – 15 Credits
	Sciences - 20 Credits	Sciences - 20 Credits	Sciences 20 Credits	Personal/Career Dev – 15 Credits
	Foreign Lang. – 20 Credits	Personal/Career Dev – 20 Credits	Vis Arts/For. Lang. – 10 Credits	Preparation for equivalency exams will be provided.
	Visual/Perf Arts – 10 Credits	Arts/Foreign Lang. – 20 Credits	Gen. Electives – 20 Credits	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.
	Electives – 60 Credits	Gen. Electives – 20 Credits		
Total Credits	210	170	130	50
Required Exam	None	None	None	HiSET TASC GED 2014

The Matrix offers 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 personalized plan details their desired graduation path and tracks 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. At Matrix every student success plan is a fluid, continuously evolving plan based on each student’s needs.

Innovation - Diploma Plus Competency-Based Model of Instruction

The Matrix implements the Diploma Plus Competency-based model of instruction. The Diploma Plus Competency-Based Learning system was developed over a decade of national implementation by Diploma Plus Inc. (2006-16), and since 2017 by PazLo Education Foundation through an iterative process involving academic leadership, master teachers, and educational researchers at Matrix for Success Academy. It moves beyond traditional seat-time and grade-level expectations, instead defining clear, measurable competencies (knowledge, skills, and dispositions) that students must demonstrate across all subjects. The Diploma Plus Competencies are carefully aligned (Using the Professional Learning Community process (“PLC”) to State Standards. Assessment Rubrics are then built integrating competencies and specific academic content adhering to the Blooms’ Taxonomy proficiency attainment spectrum. Students advance upon mastery, not merely exposure, allowing for differentiated pacing and personalized learning pathways. This flexibility is crucial for our students who often juggle external responsibilities, health concerns, or housing instability. Key features include flexible learning modalities

(allowing students to learn remotely or in-person), mastery-based assessments, and a robust system for tracking student progress against individualized learning plans.

Innovation - Diploma Plus Next Generation (“DPNG”)

The DPNG model of instruction and curriculum implementation has helped us re-engage thousands of students back into academics over the last 7 years. The DPNG model includes a competency-based personalized learning platform. DPNG was custom-built/developed by Matrix in parallel with the Diploma Plus framework to serve as its digital backbone. It is a multi-platform learning/content management system to be accessible via desktop, mobile, Mac, Windows, and Android devices. DPNG houses all competency frameworks, personalized learning modules, assessment tools, and real-time progress dashboards for students, teachers, and parents. Its development utilizes agile methodologies, with continuous feedback loops from pilot users (students and teachers) to ensure intuitive design, robust functionality, and offline capabilities for students with unreliable internet access. DPNG includes personalized summative and formative assignments for students to complete, whether at their own homes or site-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 standards and the Diploma Plus competencies. The Matrix provides Chromebooks to all students to ensure they have 24/7 access to DPNG and all curriculum and assessments. Additional textbooks (online and text-based) are provided as needed for specific courses, along with access to myriad online resources such as Khan Academy and other approved platforms.

The Diploma Plus 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 State 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 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.

Sample Rubric:

Competency	Emerging	Capable	Bridging	Proficient	Advanced / Metacognition
<p>E04. Language Analysis:</p> <p>Identify an author’s use of language and literary devices appropriate to purpose, audience and task.</p>	Identify when the author uses literal and figurative language/devices	Explain how an author uses literal and figurative language/devices to appeal to the senses, create images, suggest mood and develop meaning.	Employ literal and figurative language/devices to interpret how they suggest mood and develop meaning in portions of a text.	Analyze how an author’s choice of words, dialect, or literary devices shapes how a reader understands the whole text.	<p>Compose alternative understandings of the text or other texts by creating different choices of language, dialect, or literary devices.</p> <p>Critique the author’s choice of words, dialect, or literary devices as a tool to create meaningful text.</p>

The DP **Assessment Rubrics** are used to support the acquisition of proficiency in the State Standards 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 can therefore not 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 the 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 (2nd 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 / Metacognition (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

Matrix instruction strives 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 for the respective graduation path.
3. All students have access to qualified certificated personnel.
4. Instructional resources support State Standards 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.

Curriculum/Assessment Competency-Based and CCSS/NGSS aligned curriculum assessments	Learning System DPNG – Personalized Competency-Based Learning Platform	Instruction / Teacher Targeted Instruction and support	Additional Supports and Materials
<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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 assessment rubrics for all assessments. -Ability to move at your own pace. 	<ul style="list-style-type: none"> -Teachers deliver remote and in-person 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 DPNG platform -One-on-one tutoring check-ins with all assigned teachers. 	<ul style="list-style-type: none"> -1:1 Chromebook initiative for 24/7 access to DPNG and all curriculum and assessments. -Targeted STAR Renaissance 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 (DPNG and text/curriculum based) that takes place off-campus with daily and weekly one-on-one check-ins teachers and counselors, students have the opportunity for a variety of site-based learning opportunities. First and foremost, each Matrix Success Center includes committed and compassionate credentialed teachers at each site. Credentialed teachers are trained and understand the mission of educating previously disconnected youth and youth who have limited or non-existing academic success. Matrix teachers integrate competency-based education as a systematic strategy to create accessible and equitable education conditions, and outcomes that enable underserved 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 Matrix, students check-in with all of their teachers according to a prescribed 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 DPNG with in-person check-ins scheduled as determined by their individual Master Agreement.

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 support students’ academic success. A student’s personalized plan 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 work more independently off campus with frequent assigned check-ins with all of their teachers (online and in person).

Innovation - Success Seminar Course driven by DP Personal Competencies

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 the 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 are driven by the Diploma Plus Personal Competencies and rubrics, 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 to have consistent contact with a caring adult, while receiving targeted academic help, and planning help for academic success in school. For example, 11th graders who may be preparing for the SAT will receive targeted test prep instruction and assistance. Seniors applying to college have intensive

support in the application process. Students seeking jobs receive specific instruction on common place workplace behaviors and expectations. All students learn basic life skills like banking, personal finance. 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 assigns 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.

Sample DP Personal Competency Rubric:

Competency	Emerging	Capable	Bridging	Proficient	Advanced
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<p>P02. Planning and Responsibility: Demonstrate ability to create and execute effective plans and take responsibility for outcomes.</p>	<p>Identify planning tools and define goals. Recognize the connection between outcomes and actions.</p>	<p>Understand and explain the use of each planning tool and how each tool supports goal setting, planning and reflection on outcomes, actions and progress.</p>	<p>Use appropriate planning tools to set goals and create plans. Demonstrate an organized approach by applying the plan. Summarize progress and describe the connections between outcomes and actions.</p>	<p>Explain appropriate goals and applicable tools to develop and execute an organized approach to activities and objectives tied to desired outcomes. Analyze progress and investigate the connections between outcomes and actions.</p>	<p>Create goals and construct or compile appropriate tools to develop and execute a detailed and organized approach of activities and objectives tied to desired outcomes. Evaluate progress and make connections between outcomes and actions.</p>
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Community College Dual Enrollment

Matrix will continue to expand concurrent enrollment 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. Matrix grants dual credit for passed community college courses.

Innovation - Collective Care Continuum, a Comprehensive Whole-Child, Trauma-informed Approach with a One-Stop Shop Service Delivery

Our students often arrive with significant challenges, major trauma, and often out of school for a year or more. That's why our **Collective Care Continuum** wellness framework is fundamental to everything we do. This framework emphasizes students' social and emotional needs, cultivating a deep sense of belonging within our community. We foster compassionate communication, helping students develop critical communication and character skills. Our commitment is to promote the growth of healthy, competent, and morally grounded individuals, fostering responsibility, interdependent sociality, and community.

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 implements 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 Charter School provide the tools to manage traumatic stress empowers the members of the Charter School’s community.

Matrix Leadership has 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 implements 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 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 personalized plan. Unlike current non-classroom-based alternatives available, which tend to be storefronts, Matrix Success Centers are dynamic components of the communities we serve, with ongoing classes and labs and workshops (for students and parents) offered weekly, along with a host of student and community support services. By partnering with and co-locating within existing community-based organizations, we 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.

Initial Enrollment process – A Whole Child, All Hands On Deck Approach to meeting every student where they are	<p>Guidance/College Counselor</p> <p>Initial enrollment and personal assessment of needs starts with guidance counselor, who thoroughly examines available transcripts and records to determine together with family HS graduation path and possible post-secondary education options as the student success team collaboratively plans the student’s Master Agreement.</p>	<p>Success Seminar Teacher</p> <p>Together with Guidance Counselor and assigned Success Seminar Teacher, family develops personalized success plan and accompanying Written Master Agreement.</p> <p>Post-secondary trade schools and other training options will be explored as appropriate. Student and family meets with counselor to determine need for current employment, training, and related</p>	<p>Psychiatric Social Worker</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>
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		career development opportunities	
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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. Thus, we 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 are 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.

Comprehensive Whole-Child Approach Independent Study Education

Personalized Plan / Master Agreement (“MA”) – Roles and Responsibilities	Guidance/College Counselor	Career / Employment Counselor	Psychiatric Social Worker	Success Seminar Teacher
	<ul style="list-style-type: none"> -Develops and manages student academic programming and supports through student SIS and dp.net platforms. -Schedules monthly conferences to evaluate academic and overall progress per the PSP and long-range goals. -Provides SAT/ACT, etc. test prep assistance and tutoring referrals as needed. -Provides college application and FAFSA or DREAM Act support. -Coordinates and 	<ul style="list-style-type: none"> -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. -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.). -Assigns and monitors progress relating to 	<ul style="list-style-type: none"> -Delivers counseling as needed and as assigned in PSP -Develops and coordinates wrap-around services delivery to families in partnership with local service organizations -Provides family crisis intervention as needed. -Conducts and coordinates on-going family education opportunities. 	<ul style="list-style-type: none"> -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; -Conducts Success Seminar sessions per schedule for assigned cohort of students (daily or multiple times weekly).
				Teachers
				<ul style="list-style-type: none"> -Manage assignments, assessments, grading and completion of

	<p>supports dual enrollment with local community colleges.</p> <ul style="list-style-type: none"> -Leads parent/student workshops and presentations on college options and planning. -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. 	<p>career goals/employment as prescribed in PSP and MA.</p> <ul style="list-style-type: none"> -Schedules check-ins at least monthly to evaluate career training and development progress. -Conducts group and individual workshops and seminars as needed for student career development based on students' needs, including resume preparation, proper workplace etiquette, etc. 		<p>course work and mastery of competencies and State Standards-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);</p> <ul style="list-style-type: none"> -Conducts scheduled content area workshops, labs, student presentations of work, tutoring and one-on-one student check-ins per assigned schedule -Prepare and present parent/guardian workshops and training/support in how to monitor and support IS students at home <p>Special Education Teacher</p> <ul style="list-style-type: none"> -Manages and monitors academic progress as prescribed by IEP. -Conducts daily academic support workshops and individual check-ins as needed and assigned in MA -Leads Success Seminar for students with IEPs
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Finally, our work does not stop when a student graduates. A major barrier we have experienced 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 students during this difficult transition by partnering with local and national organizations and providing on-site on-going academic and social support. Our Guidance/College Counselors 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 students in Los Angeles from high school but also from colleges and universities.

Curriculum and Instruction

The Matrix fully implements the State Standards and NGSS in order to provide effective, appropriate instruction for all students. The Matrix uses 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 Competencies, along with the State Standards (are present in

all aspects of curriculum design. The Matrix provides 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 recognize that our students arrive at the Matrix typically behind in grade level proficiency in at least one subject. Students will be assigned to appropriate courses based on their credits earned and courses completed to date, but intensive support is 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, 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. Remote intervention may also be used in cases where students arrive at The Matrix several grade levels behind.

Mathematics- Course Descriptions

The Matrix implements 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>). 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 9th to 11th grade.

Sample DP English Language Development Competency Rubric:

Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
M01. Problem Solving: Make sense of problems and persevere in solving them.	Identify problem statements and associated information. Identify words that serve as cues to operations.	State problem in one’s own words or visually illustrate the problem. Make educated guess for what problem solving strategy is appropriate to use. Generate educated guess for possible solutions.	Apply relevant mathematical information and knowledge to generate solution(s). Show method of problem solving textually or visually.	Generate and test different problem solving strategies for a problem. Demonstrate problem solving through using different strategies. Identify various approaches to solving a problem and select appropriate strategy based on context.	Adapt and combine appropriate problem solving strategies. Evaluate and defend different problem solving strategies. Justify problem solving strategies.

All courses are 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 focuses 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 are trained on methods of learning as well as content. This course aligns perfectly with the five goals of the UC Mathematics requirement. The students 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 Math I extends 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 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 learn to solve problems graphically, numerically, algebraically, and verbally communicate all representations and connections. Students in this course 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 continue to develop algebra and geometry skills through engaging and real life applications. Students builds 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 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 learn:

1. 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.
2. 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.
3. 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.
4. Measurement – Understand attributes, units, and systems of measurement; and apply a variety of techniques, tools, and formulas for determining measurements.

5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.

- 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

Sample DP English Language Arts (ELA) Competency Rubric:

Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
E01. Develop Meaning: Apply a wide range of strategies to comprehend, summarize, interpret, evaluate, and appreciate texts.	Retell main points of passage or story. List comprehension strategies.	Summarize and infer key points and supporting details. Provide some evidence of textual understanding to make connections between texts or among ideas in the texts. Use teacher-suggested comprehension strategies.	Show connections between information and ideas in the text. Independently select appropriate comprehension strategies.	Make insightful connections between information and ideas in the text. Analyze and identify implications of key points and supporting details.	Evaluate and critique key points and details. Evaluate and select the appropriate comprehension strategies in new situations that involve digital texts. Create connections between information and ideas in the text. Develop alternative understandings of the text. Independently construct and justify deep meaning from text. Develop variations or combinations of strategies.

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 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 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 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 write expository essays and deliver expository presentations. During the literary analysis component, students 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 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 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 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 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 also write persuasive essays and deliver persuasive presentations. In the exposition component of the course, students 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.

Students 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 read literary texts, recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students 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 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 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 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 12th 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 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 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 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 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 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.

MLL - Multi-Language Learners

The Matrix is prepared to serve all levels of MLLs. Students have access to instruction in all core curricular areas aligned to content standards. They receive differentiated instruction in ELA, math, social science and science delivered with Specially Designed Academic Instruction in English (“SDAIE”)/Explicit Direct Instruction, and integrated and designated ELD strategies and materials, implemented online and in-person. 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. Explicit ELD instruction be provided through on-site and online designated ELD instruction aligned to the 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 integrated 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. Designated tutoring in small groups and one-on-one will facilitate ELD.

Sample DP English Language Development Competency Rubric:

Competencies	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
LA01. Interpretive Communication: Understand written and spoken ideas and information in the English language.	Recognize a variety of familiar words, phrases, idiomatic expressions and complete sentences in different contexts.	Demonstrate an ability to understand the language to gain basic information about common events. Distinguish between materials that state opinions and facts.	Interpret information, opinions, and preferences expressed by peers and other common sources.	Analyze ideas and information contained in written and spoken language.	Create meaning from a variety of written and spoken sources.
LA02. Expressive Communication: Present information, concepts, and ideas on a variety of topics in spoken and written	Use a variety of familiar words, phrases, idiomatic expressions	Demonstrate an ability to use the language to express basic information	Utilize information and communicate opinions and preferences	Explain and analyze ideas in written and oral communication.	Produce language to acquire goods, services and information; to respond to text; and to creatively

Competencies	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
form in the English language.	and complete sentences in different contexts.	about common events.	with peers.		express concepts and ideas.

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 Second the Industrial Revolution, 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, LGBTQIA+ 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.

Sample DP History/Social Sciences Competency Rubric:

Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5

Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
SS01. Historical Context: Develop a sense of time and the meaning, implications, and importance of historical events, people, ideas, or artifacts.	List and describe important events, people, and ideas within an historical context.	Discuss the impact of historical events and explain how it was important at the time. Identify and describe a sequence of events.	Determine the impact of historical events, articulate why it was important at the time, and predict how the impact will affect future events. Describe and explain past events, artifacts, and issues from historical and present day perspectives.	Compare or make connections between events, people, decisions or ideas from different historical eras, including how earlier events impact the world today. Identify and analyze implications of - or the lessons learned from - a historical event or trend, especially in context to other events.	Develop arguments and synthesize perspectives on the meaning, implications, and importance of historical events, people, ideas, and artifacts. Determine the influence of historical events, both at the time and in the world today. Use context to evaluate the validity of different interpretations of historical events.

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 is also a comparison with other international governments. In comprehending our political, economic and social experience as a country and individual citizens, students are 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 focuses on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four 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 are:

- Able to understand scarcity as the basic economic problem and how this connects to the law of supply and demand.
- Know the role that the 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.

Ethnic Studies (core and college preparatory)

The primary purpose of the course is for students to grasp the idea of race as a social construct while looking at racial issues that have surfaced in the United States. Students will learn about the Mexican American and African American experience as we explore the issue of race as a social construct. Students will be apt to understand the racial diversity in the United States.

This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes.

An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African Americans and Chicanos/Latinos, but other groups are also discussed.

This course includes a study of the history, culture, and communities of racial minorities in the United States. Study focuses on Mexican Americans and African Americans within the context of American society in general. In order to understand deeply the origin, nature, and meaning of America's racial diversity, the class will focus on our history, culture, economy, and institutions. Historical texts, Mexican American literature, and African American literature will be utilized to complete the course.

Science – Course Descriptions

Sample DP Sciences Competency Rubric:

Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
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Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
S01. Scientific Investigation: Demonstrate an understanding of different kinds of scientific investigation, controlled experiment, fieldwork, experimental design, and secondary research.	Define different types of a scientific investigation. Recite or label the characteristics and/or steps of a scientific investigation. List observable data.	Explain how different types of investigations can be used to answer scientific questions and investigations. Understand and describe the role of collected observable data in the investigation process.	Develop a hypothesis, conduct a pre-designed scientific investigation, and describe the results. Collect and classify observable data.	Conduct a scientific investigation and analyze the results to determine if it satisfactorily addresses the hypothesis. Analyze and discuss the roles of collected observable data in the scientific investigation process.	Develop and conduct an investigation to test a hypothesis and analyze the results. Evaluate the design and results of an investigation to determine if it satisfactorily addresses the hypothesis. Determine the value of collected observable data in completing the scientific investigation process and proving the hypothesis. Suggest other plausible observable data that could be collected to support the scientific investigation process.

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/virtual labs held at least once every two weeks include dissection of preserved organisms, field research, and scientific reporting are all part of the laboratory experience. Teachers 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 plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth’s ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills.

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. On-site/virtual labs scheduled biweekly 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.

Earth Science AB (core and college preparatory)

Laboratory Earth Science is a lab-based science course designed to provide students the opportunity to master concepts and skills applicable to the current fields of study and career practices in the physical sciences. This course is a Next Generation Science Standards study of fundamental earth science concepts.

Introductory principles of astronomy and Earth sciences are explored in detail, including the solar system, cosmology, plate tectonics, energy, biogeochemical cycles, the atmosphere, and California geology. Students evaluate evidence from experiments and technology used by scientists to understand the nature of the universe and the Earth. Students also explore how basic interactions of matter and energy control global activity in the atmosphere, hydrosphere, lithosphere, and biosphere. Constructivist methods of teaching are employed to ensure the best possible comprehension and retention of science concepts.

Science activities are based on the Next Generation Science Standards and apply the skills and techniques outlined in the Investigation and Experimentation section of NGSS. Successful completion of one year of Laboratory Earth Science meets the high school graduation requirement for physical sciences and fulfills the UC/CSU “g” elective requirement. A course in the life sciences is also needed to complete the minimum graduation requirement for high school.

Chemistry AB: (core and college preparatory)

Chemistry AB is a laboratory-based college-preparatory course. Biweekly on-site/virtual laboratory experiments provide the empirical bases for understanding and confirming concepts of matter in chemistry; these labs are 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 are 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 helps 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:

- Solve scientific problems by making observations and collecting data.
- Acquire a basic understanding of chemistry as a basis for furthering education in the sciences.
- 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.
- Improve their ability to learn independently by researching and drawing generalizations from science related articles, books, graphs, charts, and diagrams.
- 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.

Sample DP Language Other Than English (LOTE) Competency Rubric:

Competencies	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
FL01. Interpretive Communication: Understand written and spoken ideas and information in the target language.	Recognize a variety of familiar words, phrases, idiomatic expressions and complete sentences in different contexts.	Demonstrate an ability to understand the language to gain basic information about common events.	Understand and apply information, opinions, and preferences expressed by peers and other common sources in multiple contexts.	Distinguish and analyze the appropriate use/meaning of information, opinions and ideas across various contexts.	Construct meaning from a variety of sources, written and spoken, in the target language. Evaluate ideas and information contained in written and spoken language. Distinguish between materials that state opinions and facts.
FL02. Expressive Communication: Present information, concepts, and ideas on a variety of topics in spoken and written form in the target language.	Use a variety of familiar words, phrases, idiomatic expressions and complete sentences in limited contexts.	Use the language to express basic information and concepts about common events.	Use language and phrases to compare, contrast and classify concepts and ideas around single or multiple events.	Use language, phrases to provide information and analysis and to communicate opinions and preferences in dialogue with peers.	Use language to acquire goods, services, and information; to respond to text; and to creatively express concepts and ideas with an audience and authentic setting. Critique own written and oral communication.

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:
 1. Agudas
 2. Llanas
 3. Esdrujulas
 4. Sobreesdrujulas
- 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 situations 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:
 1. Agudas
 2. Llanas
 3. Esdrujulas
 4. Sobreesdrujulas
- 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 situations 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 learn how to create various forms of art using digital media. Students 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 have foundational knowledge of design and art principles in order to create digital art images.

Sample DP Technology Competency Rubric:

Competency	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
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<p>T02. Communication and Collaboration: Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>Select appropriate telecommunications tools and online resources for collaborative projects.</p> <p>Identify procedures for safely and securely using telecommunications tools.</p>	<p>Describe how digital media and environments can be used to communicate and work collaboratively, including at a distance.</p> <p>Explain how forms of technology can support individual learning and contribute to the learning of others.</p>	<p>Use telecommunications tools and online collaborative environments safely and responsibly to exchange data collected and learn curricular concepts.</p>	<p>Compare characteristics, uses, and safety of telecommunications tools and online collaborative environments.</p>	<p>Plan and implement collaborative projects using advanced telecommunications tools (e.g., groupware, interactive Web sites, simulations, joint data collection, videoconferencing) to support curriculum concepts or benefit the local, regional, or global community.</p> <p>Recommend and justify the use of telecommunication tools and online collaborative environments to meet particular needs.</p>
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Sample DP Technology Competency Rubric:

Competencies	Emerging (Remember) 1	Capable (Understand) 2	Bridging (Apply) 3	Proficient (Analyze) 4	Advanced / Metacognition (Evaluate/Create) 5
<p>CTE01. Academics: Understands and demonstrates the academic content required for entry into postsecondary education and employment in the chosen sector.</p>	<p>Identify and remember academic content necessary for entry into postsecondary employment.</p>	<p>Summarize and discuss academic content necessary for entry into postsecondary employment.</p>	<p>Develop and apply academic content necessary for entry into postsecondary employment.</p>	<p>Analyze and connect academic content necessary for entry into postsecondary employment.</p>	<p>Assess and combine new and previous academic content necessary for entry into postsecondary employment.</p>

Matrix Success Seminar 1AB, 2AB, 3AB

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 State Standards. Teachers use adopted, State Standards-based, research proven curricula (textbook, online and curricular kits) for the core academic subjects.

Within the DPNG platform, course content aligns State Standards with relevant DP Competency assessments and accompanying assessments rubrics. DPNG 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 State Standards corresponding to any given course available. Matrix provides approved textbooks and ebooks that accompany every course offered.

Core course curricula are selected based on the State Standards and CDE Frameworks for each subject. The Matrix uses the following key materials and online curricular resources:

Mathematics

Integrated Math 1AB, 2AB, 3AB

Approved Curriculum - *Math Vision Project – Open Up Resources: A competency-problem-based Common Core curriculum that is flexible and adaptable.*

<https://openupresources.org/math-curriculum-overview/>

Open-Up Resources offers a comprehensive math curriculum (K-12) designed to empower students and teachers through a problem-based, State Standards aligned approach. The curriculum aims for **competency and mastery-based learning**, where students develop a deep conceptual understanding of mathematical concepts rather than just rote memorization.

This alignment to CCSS is evident in its rigorous, focused, and coherent progression of topics. Each unit and lesson is carefully crafted to build upon prior knowledge and connect different mathematical ideas, fostering a strong foundation and allowing students to see the "big picture" of mathematics. The curriculum also emphasizes the **Standards for Mathematical Practice (DP Competencies)**, encouraging students to engage in critical thinking, problem-solving, reasoning, and mathematical discourse.

What makes Open Up Resources stand out in its mastery-based approach is its use of student-centered activities and rich problem-solving tasks. This approach teaches teachers to identify areas where students need additional support to achieve mastery, promoting a growth mindset rather than simply moving on after a superficial understanding.

Despite its structured alignment and emphasis on mastery, the curriculum also provides ample room for **flexible planning and instruction**. Teachers are not expected to rigidly follow every script; instead, the materials offer rich guidance, including anticipated misconceptions, strategies for supporting diverse learners (including English Language Learners and students with disabilities), and suggestions for extending learning for those ready for more. This "low-floor, high-ceiling" design means that tasks are accessible to all students while still offering challenges for advanced learners. Teachers can leverage the digital resources, editable documents, and varied assessment options to tailor lessons to their specific classroom needs and student populations, ensuring that the curriculum serves as a powerful framework rather than a restrictive mandate.

Approved Curriculum - *ck-12: A comprehensive well-developed interactive curriculum that can be used in traditional instructional settings, credit recovery settings and independent study settings.*

<https://www.ck12.org/fbbrowse/list/?Grade=All%20Grades&Language=All%20Languages&Subject=Math>

Approved Curriculum - Khan Academy

<https://www.khanacademy.org/math>

English Language Arts

English 9AB

English 10AB

Contemporary Composition, American Literature

Expository Composition, English Electives (African American Lit, Latin American Lit, etc.)

Great Books, ELD

Approved Curriculum - Odell Education – *Open Up Resources: A flexible, text-based comprehensive, and Common Core-aligned curriculum, designed to be structured for all settings from independent study to classroom-based to hybrid models.*

<https://openupresources.org/ela-curriculum-overview/>

Open Up Resources offers the Odell Education High School Literacy Program, a comprehensive ELA curriculum for grades 9-12 designed to empower students with the literacy skills necessary for college, careers, and civic engagement. At its core, this program champions competency and mastery-based learning, moving beyond superficial understanding to foster deep engagement with complex texts and the development of sophisticated literacy practices.

The curriculum is aligned with the CCSS. This alignment is evident in its focus on authentic, high-quality complex texts that serve as the foundation for all learning. Lessons and units are carefully structured to build students' abilities in close reading, evidence-based argumentation, critical analysis, and effective communication, directly addressing the CCSS. Students are consistently challenged to engage in the intellectual work outlined by the standards, rather than simply completing isolated tasks.

What distinguishes the Odell Education program in its mastery-based approach is its emphasis on a cyclical learning process. Lessons frequently involve student-centered activities and collaborative tasks where students grapple with challenging ideas presented in texts. Formative assessments are integrated throughout, like "Section Diagnostics" leading up to a summative "Culminating Task," allowing teachers to monitor student progress in real-time. This continuous feedback loop enables teachers to pinpoint areas where students need additional support and provide targeted interventions, ensuring that mastery of concepts and skills is achieved before moving forward. This cultivates a growth mindset, encouraging students to persevere and deepen their understanding.

Crucially, while providing focus on mastery, the Odell Education High School Literacy Program also offers significant flexibility for planning and instruction. Teachers are empowered, not constrained, by the curriculum. The materials provide rich pedagogical notes, strategies for differentiating instruction for diverse learners (including English Language Learners and students with disabilities), and options for extending learning. The emphasis on authentic texts also allows for teachers to select texts and topics that resonate with their students' interests and local contexts, fostering greater engagement. Similar to their Math curriculum, this "low-floor, high-ceiling" design means tasks are accessible to a wide range of learners while still providing opportunities for advanced thinking and exploration. Teachers can leverage the digital resources, editable materials, and varied assessment options to customize their teaching, ensuring the curriculum serves as a powerful guide that respects their professional expertise and their students' unique needs.

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

<i>1984</i> by George Orwell
<i>A Hero Ain't Nothin' But a Sandwich</i> by Alice Childress
<i>A Long Way Gone</i> by Ishmael Beah
<i>A Midsummer Night's Dream</i> Shakespeare Made Easy

<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 & 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 & 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>

Approved Curriculum - ck12 Curriculum and Flex Books

<https://www.ck12.org/fbbrowse/list/?Language=All%20Languages&Subject=Writing&Grade=All%20Grades>

History/Social Sciences

World History AB

US History AB

US Government

Economics

Ethnic Studies

Approved Curriculum - *The DBQ Project offers a highly effective curriculum for history and social studies that centers on **document-based questions (DBQs)**. This approach is designed to empower students and teachers by fostering a deep engagement with historical content and the development of crucial analytical skills.*

<https://www.dbqproject.com/dbq-project-library/>

The DBQ Project curriculum aligns with the **California State History-Social Science Standards** by emphasizing historical thinking skills. Rather than merely memorizing facts, students are tasked with analyzing primary and secondary sources, identifying bias, corroborating evidence, and understanding historical context. This direct engagement with historical documents mirrors the work of professional historians, moving students beyond recall to higher-order thinking. The curriculum's focus on evidence-based argumentation directly supports the California standards' emphasis on developing persuasive writing and critical analysis in social studies.

The DBQ Project is **competency and mastery-based**. Students progress through a structured, six-step method that guides them in understanding the historical question, analyzing documents, organizing evidence, and constructing a well-supported argumentative essay or similar evidence. This cyclical process allows teachers to identify areas where students need additional support to achieve mastery in historical thinking, promoting a growth mindset where learning is about developing skills rather than just getting the "right" answer.

The DBQ Project curriculum offers significant **flexibility for planning and instruction**. Teachers can choose between longer DBQs and shorter "Mini-Qs" depending on available time and student readiness. The materials provide extensive scaffolding, including graphic organizers, vocabulary support, and guiding questions, allowing teachers to differentiate instruction for diverse learners, from those needing significant support to advanced students ready for more complex challenges. The curriculum encourages collaborative learning through group work and discussions, fostering a dynamic classroom environment where students actively engage with the content and refine their arguments. This adaptability ensures that the DBQ Project serves as a powerful framework that can be tailored to meet the unique needs of various classrooms while consistently promoting deep historical understanding and critical thinking skills.

Approved Curriculum - *ck-12: A comprehensive well-developed interactive curriculum that can be used in traditional instructional settings, credit recovery settings and independent study settings.*

<https://www.ck12.org/fbbrowse/list?grade=high%20school&language=all%20languages&subject=social%20studies>

Approved Curriculum - Khan Academy

<https://www.khanacademy.org/humanities>

Science

Biology AB
Marine Biology AB
Earth Science AB
Chemistry AB

Approved Curriculum - *ck-12: A comprehensive well-developed interactive curriculum, inclusive of virtual labs that can be used in traditional instructional settings, credit recovery settings and independent study settings.*

<https://www.ck12.org/fbbrowse/list?grade=high%20school&language=all%20languages&subject=science>

Approved Curriculum - *Khan Academy*

<https://www.khanacademy.org/science>

High School Electives

Spanish 1 AB
Spanish for Spanish Speakers 1 AB

Spanish 2 AB
Spanish for Spanish Speakers 2 AB -

Spanish 3 AB
Spanish for Spanish Speakers 3 AB

Duolingo - <https://www.duolingo.com/classroom>

Duolingo for Schools is a web platform that allows teachers to incorporate the popular language learning app into their classroom. It provides teachers with tools to track student progress, assign personalized lessons, and monitor performance against learning standards like ACTFL and CEFR. The platform also offers features like progress insights, fun, personalized assignments, and a game-like learning experience for students.

<https://studyspanish.com/>

<https://www.proprofs.com/quiz-school/browse>

<https://prezi.com/>

<https://www.canva.com/>

Digital Imaging AB – Web based software platforms:

Canva - *Canva is an online graphic design tool that enables users to create a wide variety of visual content, including social media posts, presentations, posters, and more. It features a user-friendly drag-and-drop interface, making it accessible for both beginners and experienced designers. Canva offers a vast library of templates, design elements, and customization options, allowing users to create professional-looking designs with ease. Professional Certifications are available*

Adobe Creative Cloud - *Adobe Creative Cloud is a subscription service providing access to a collection of software, services, and resources for creative professionals and hobbyists. It includes a wide range of applications for various creative fields like graphic design, video editing, web development, and photography, along with mobile apps and cloud storage. Professional certifications are available*

Instructional Methods and Strategies

Matrix effectively uses data from standardized and other formal/informal assessments (STAR Renaissance) to support teachers in aligning instruction and offer appropriate intervention to match students' needs. Matrix utilizes 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") during on-site sessions, 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 State Standard 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.

DataWORKS' Explicit Direct Instruction

<https://dataworks-ed.com/trainings/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. 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 in a small group setting. 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-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

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 State Standards. 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.

How the Instructional Program will Provide and Support Use of Technology

Every student at the Matrix is assigned a Chromebook to be used for 24/7 access to curriculum and instructional resources. The DPNG 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 in real time. Once a student is scheduled and programmed into their courses, a Chromebook is issued accompanied by a username and password to access their personalized DPNG page, which will allow access to all curriculum, materials, and assessments.

Every teacher at the Matrix is 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 follow:

- All teachers use technology, inclusive of Chromebooks, to review, monitor and structure learning and progress, including post-assessment item analysis to drive future instruction. Teachers 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 uses DPNG as a system for curriculum development and implementation.
- All teachers use technology, including Chromebooks, as a classroom management tool, including use of an electronic student information system and electronic gradebook. This technology allows teachers to share vital information with students, parents and other teachers to address potential student issues. The software platform that the Charter School is currently using and plans on continuing to use is SchoolPathways SIS.
- All teachers have access to current information to supplement teaching resources with electronic sources and online services. Teachers have access to the Internet in order to bring the latest information to the classroom. With our ever changing environment this allows teachers to stay on top of changing issues and allow them to address current events.
- All teachers increase communications with parents through telephone and computers. All teachers have e-mail addresses and google numbers to effectively communicate with parents about student progress, upcoming events and ways to get involved.
- All staff utilize technology, inclusive of Chromebook, as a primary tool for communication with colleagues and the global community. Teachers have e-mails addresses, google phone numbers issued so that they can effectively communicate with colleagues and be able to reach out to others across the country to share ideas and collaborate with one another.

- Teachers and Charter School site administrators use technology, inclusive of Chromebook, to remain informed of the latest and most successful practices. Teachers and administrators are 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. Charter School administrators are encouraged to visit other schools and to network with their peers to come up with technology best practices.
- All teachers successfully integrate technology, inclusive of Chromebook, into various curriculum areas including virtual field trips. Teachers are 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 demonstrate proficiency in the use of word processing, spreadsheets and student information systems. This allows our Charter School to run much smoother and more efficiently.
- All staff 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 is required that sessions are held to teach our students how to guard themselves online. Matrix implements a compliant Children’s Internet Protection Act (CIPA) policy to ensure that our students are safe while taking advantage of the Internet 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, CTE programs where more robust systems are necessary.

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

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

How the Charter School implements the graduation exemption for students who qualify (pursuant to Ed. Code section 51225.1). 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 vary from student to student depending on their chosen path.

The following details the requirements for each option:

	Full A-G HS Diploma	Over 18 HS Diploma	Pursuant to Ed. Code section 51225.1 Homeless/Foster Youth & CA HS Diploma	HS Equivalency and 10 Courses HS Diploma
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<p>The Matrix</p> <p>Multiple Pathways toward a High School Diploma</p> <p>All core content area (Eng, Math, Sciences, and Social sciences) courses will meet A-G eligibility</p>	<p>English – 40 Credits</p> <ul style="list-style-type: none"> Eng 9AB English 10AB Eng. Compos. Amer. Lit. Mod. Lit. Eng. Elect. <p>Math – 30 Credits</p> <ul style="list-style-type: none"> Int. Math I AB Int. Math II AB Int. Math III AB <p>Social Sci – 30 Credits</p> <ul style="list-style-type: none"> World Hist AB US Hist AB US Government Economics <p>Sciences 20 Credits</p> <ul style="list-style-type: none"> Biology AB or Mar Bio AB Chemistry AB or Earth Sci AB <p>Foreign Lang. – 20 Credits</p> <ul style="list-style-type: none"> Spanish 1 AB Spanish 2 AB <p>Visual/Perf Arts – 10 Credits</p> <ul style="list-style-type: none"> Digital Imaging AB <p>Personal/Career Dev – 20 Credits</p> <ul style="list-style-type: none"> Success Seminar <p>Electives – 40 Credits</p> <ul style="list-style-type: none"> Advanced courses within A-G areas including dual enrollment 	<p>English – 40 Credits</p> <ul style="list-style-type: none"> Eng 9AB English 10AB Eng. Compos. Amer. Lit. Mod. Lit. Eng. Elect. <p>Math – 20 Credits</p> <ul style="list-style-type: none"> Int. Math I AB Int. Math II AB <p>Social Sci – 30 Credits</p> <ul style="list-style-type: none"> World Hist AB US Hist AB US Government Economics <p>Sciences 20 Credits</p> <ul style="list-style-type: none"> Biology AB or Mar Bio AB Chemistry AB or Earth Sci AB <p>Personal/Career Dev – 20 Credits</p> <ul style="list-style-type: none"> Success Seminar <p>Arts/Foreign Lang. – 20 Credits</p> <ul style="list-style-type: none"> Spanish 1 AB Digital imaging AB <p>Gen. Electives – 20 Credits</p> <ul style="list-style-type: none"> Advanced courses or dual enrollment 	<p>English – 30 Credits</p> <ul style="list-style-type: none"> Eng 9AB English 10AB Eng. Compos. Amer. Lit. <p>Math – 20 Credits</p> <ul style="list-style-type: none"> Int. Math I AB Int. Math II AB <p>Social Sci – 30 Credits</p> <ul style="list-style-type: none"> World Hist AB US Hist AB US Government Economics <p>Sciences 20 Credits</p> <ul style="list-style-type: none"> Biology AB Chemistry AB <p>Vis Arts/For. Lang./Personal/Career Dev. – 30</p> <ul style="list-style-type: none"> Digital Imaging AB Spanish 1 AB Spanish 2 AB Success Seminar 	<p>English – 10 Credits</p> <ul style="list-style-type: none"> Eng. Compos. Amer. Lit. <p>Math – 10 Credits</p> <ul style="list-style-type: none"> Int. Math I AB <p>Social Sci – 15 Credits</p> <ul style="list-style-type: none"> US Hist AB US Government <p>Personal/Career Dev – 15 Credits</p> <ul style="list-style-type: none"> Success Seminar <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>Total Credits</p> <p>210</p>	<p>170</p>	<p>130</p>	<p>50</p>
<p>Required Exam</p>	<p>None</p>	<p>None</p>	<p>None</p>	<p>HiSET TASC GED 2014</p>

Credit Recovery Opportunities

The Matrix is, in essence, 100% a credit recovery Charter School, thus every course at the Matrix represents a credit recovery opportunity.

How the Charter School’s instructional program provides options that will ensure students are prepared for college/career as measured by the California Department of Education’s College/Career Indicator.

Matrix’s instructional program is designed to provide a comprehensive range of options that align with the California Department of Education’s College/Career Indicator, ensuring students are well-prepared for their future endeavors.

- A-G Requirements: The curriculum meets California’s A-G requirements, ensuring students complete necessary coursework for college admission.

- CTE Programs and Dual Enrollment: In partnership with Los Angeles Community College and LA Trade Tech, Matrix promotes dual enrollment as well as targeted CTE programs within these institutions, allowing students to gain practical skills and certifications.

Matrix also partners with The Fulfillment Fund, an established nonprofit helping over 50 high schools in the LA area, to ensure A-G eligibility, local community college dual enrollment, college application and registration, financial aid application and follow up, and alumni support after graduation from Matrix. The Fulfillment Fund staff works with teachers, administrators, and parents to help build a college-going culture at Matrix and throughout the community, offering a combination of academic support services, professional development opportunities for school staff, and family programming. The Fulfillment Fund staff follow a cohort of students past graduation. At the writing of this petition, The Fulfillment Fund team is with a cohort who are currently in college.

How the Charter School will ensure that transfer students can meet graduation and college entrance requirements

WASC Accreditation

Matrix is fully accredited. Matrix received initial WASC accreditation in its initial year (2018-19), was granted a full 6-year accreditation term in 2021-22 and is scheduled for a virtual mid-cycle WASC accreditation report in the Fall of 2025.

Notification to Parents and Students of the Transferability of Courses

The Matrix offers A-G course requirements which meet UC and CSU entrance requirements, and the is accredited by the Western Association of Schools and Colleges (“WASC”), which means that courses are transferable to other public high schools. As a charter school, the Matrix maintains accreditation from WASC and offers courses that meet the A-G university requirements. The Matrix works 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 are notified that the Matrix is WASC accredited and thus courses are transferable to other public schools and offers A-G college requirements (Education Code Section 47605(c)(5)(A)(iii).), and 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 are offered as required by Education Code Section 47612.5 and the number of instructional days under Title 5, California Code of Regulations, Section 11960. 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 have widely varying schedules, personalized to meet their individual needs. As a flex-based Charter 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 designs – and regularly updates – personalized success plans that adapt to the students’ needs to ensure their 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 works 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 10th 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 in for in-person support 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 Grad Plan includes daily check-ins with individual teachers for each class, along with weekly in-person check-ins with the Guidance/College counselor, Psychiatric Social Worker (extra socio-emotional-financial support for young mom), and twice weekly Success Seminar attendance/check-ins with her Success Seminar Teacher.

Matrix for Success Hybrid/Dually Enrolled Student Schedule (Sample)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Breakfast Success Seminar	Student works independently from home with check-ins via DPNG/Zoom.	Breakfast Success Seminar		Student works independently from home with check-ins via DPNG/Zoom.
9:00-10:00 AM	ELA workshop		ELA workshop	Biology Lab/Workshop	
10:00-11:30 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 w/Success Seminar Teacher		LACC General Arts w/Success Seminar Teacher	Meet with PSW (2:30-3:00)	
4:00-6:00 PM					

Student B - 18 year-old student coming out of juvenile camp for the 4th time in the 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 a 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 DPNG/Zoom 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 for Success Hybrid Student Schedule (Sample)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Breakfast Success Seminar	Breakfast Guidance Counselor; PSW	Breakfast Tutoring	Breakfast Counseling	DPNG/Zoom (Daily) Online Support

9:00-10:00 AM	Integ. Math I workshop	Career Instruction (LAPL and GED HiSET prep)	Integ. Math I workshop	Career Instruction (LAPL and GED HiSET prep)	
10:00-11:30 PM	ELA workshop	Biology Lab/Workshop	ELA workshop	History Survey	
Lunch	DPNG/Zoom (Daily) online support	DPNG/Zoom (Daily) Online support	DPNG/Zoom (Daily) Online Support	DPNG/Zoom (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. The student has been to 4 high schools already due to ongoing drug abuse issues, currently mandated by court to attend rehabilitation and therapy programs 2 days out of the week. Foster parents and student agree that a diploma satisfying the CA HS Diploma requirements is what works for them at this time. Courses: English 10A, World History B, Chemistry A, Integ. Math I, Success Seminar. Daily DPNG/Zoom 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 for Success Hybrid Student Schedule (Sample)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	Breakfast Success Seminar	Breakfast Counseling (Guidance Counselor and PSW)	Breakfast Tutoring/Counseling	DPNG/Zoom (Daily) Online Support	DPNG/Zoom (Daily) Online Support
9:00-10:00 AM	Integ. Math I Workshop	ELA Workshop	Integ. Math I Workshop		
10:00-11:30 PM	Career Dev./Explor. Tutoring	Tutoring	Career Dev./Explor. Tutoring		
Lunch					
1:00-2:30 PM	ELA Workshop	Chemistry Lab/Workshop	History Survey		
2:30-4:00 PM	DPNG/Zoom (Daily) Online Support	DPNG/Zoom (Daily) Online Support	DPNG/Zoom (Daily) Online Support		
4:00-6:00 PM					

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. The student is missing 7 senior courses, and 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 DPNG/Zoom check-ins with individual teachers. Weekly check-ins with Guidance/College Counselor, and Success Seminar Teacher.

Matrix for Success Remote/Dually Enrolled Student Schedule (Sample)					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 AM	DPNG/Zoom (Daily) online support	Breakfast Success Seminar	DPNG/Zoom (Daily) Online Support	DPNG/Zoom (Daily) Online Support	DPNG/Zoom (Daily) Online Support

9:00-10:00 AM		Chemistry Lab/Workshop			
10:00-11:30 PM		Economics			
Lunch		Guidance/College Counselor Check-In			
1:00-2:30 PM		Expo. Composition Workshop			
2:30-4:00 PM		Integ. Math III Workshop			
4:00-6:00 PM		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 4 SUCCESS ACADEMY 2026-2027

DESCRIPTION	DATES	FALL KEY DATES	SPRING KEY DATES
TRACK A - DAYS OF SCHOOL	07/13/26 - 05/06/27 = 180 DAYS	INDEPENDENCE DAY - 07/03/26 (PH)	DR. MLKING JR DAY - 01/18/27 (PH)
TRACK B - DAYS SCHOOL	08/10/26 - 06/04/27 = 180 DAYS	ADMISSION DAY - 09/04/26 (PH)	PRESIDENT'S DAY - 02/15/27 (PH)
PROFESSIONAL DEVELOPMENT DAYS	07/06-10/26 & 06/07-11/27 - 10 DAYS	LABOR DAY - 09/07/26 (PH)	CESAR CHAVEZ DAY - 03/31/27 (PH)
GRADUATION	TBD	UNASSIGNED DAY - 09/21/26 (UP)	ARMENIAN REMEMBRANCE DAY - 04/23/27 (PH)
TEACHERS/COUNSELORS/CLERKS	JULY 6, 2026 - JUNE 11, 2027	UNASSIGNED DAY - 10/9 & 12/26 (UP)	MEMORIAL DAY - 05/31/27 (PH)
SUPPORT ASSISTANTS	JULY 6, 2026 - JUNE 7, 2027	VETERAN'S DAY - 11/11/26 (PH)	JUNETEENTH DAY - 06/18/27 (PH)
ADMIN/PAZLO	JULY 1, 2026 - JUNE 30, 2027	THANKSGIVING BREAK - 11/23-27/26	
		WINTER BREAK - 12/21/26-01/08/27	

TEACHERS/COUNSELORS/CLERKS Workdays-212, Holidays-8 = 220 X 8hrs = 1760 Hours
 SUPPORT ASSISTANTS Workdays-208, Holidays-8 = 216 X 8hrs = 1728 Hours
 ADMIN & PAZLO - Workdays-225, Holidays-10 = 235 X 8 = 1880 Hours

KEY: WD = WORK DAY SDA = SCHOOL DAY, A TRACK SDB = SCHOOL DAY, B TRACK
 PH - PAID HOLIDAY UP/UD - UNPAID/UNASSIGNED DAY

JULY WD-22 PH-1 SDA-15					AUGUST WD-21 SDA-21 SDB-16					SEPTEMBER WD-19 SDA/B-19 PH-2 UP-1					OCTOBER WD-20 SDA/B-20					NOVEMBER WD-15 SDA/B-15					DECEMBER WD-14 SDA/B-14 UD-9																
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	M	T	W	T	F	S
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	29	30							27	28	29	30	31					
							30	31																																	
JANUARY WD-14 SDA/B-14 UD-6 PH-1					FEBRUARY WD-19 SDA/B-19 PH-1					MARCH WD-18 SDA/B-18 UD-5					APRIL WD-21 SDA/B-21 PH-1					MAY WD-20 SDA-4 SDB-20 PH-1					JUNE WD-22 SDB-4 PH-1																
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	M	T	W	T	F	S
				1	2	1	2	3	4	5	6	1	2	3	4	5	6			1	2	3							1								1	2	3	4	5
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	28	29	30	31							25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30							
31																			30	31																					

Schedules – Personalizing and programming for Success through Master Agreement

As detailed above, every student will have an individualized Master Agreement that will be based on an agreed upon HS Diploma Path that meets the requirements of the Education Code Section 51747, compliant for independent study.

The Matrix Success Centers are open from 8:30AM to 4:00PM Monday through Friday and students are welcome to come on-site to complete work even when they are not scheduled for workshops or in-person check-ins. Counseling and support staff schedules are staggered to ensure appropriate staffing of each Matrix Success Center during operational hours. Programming is flexible and based on the needs of the student body, with the underlying assumption that all students connect with their teachers daily online and come to a Success Center at least one day per week.

Teacher time is scheduled to ensure time for leading scheduled workshops and their designated Success Seminar sessions (some teachers 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 offer multiple workshop blocks throughout the week to accommodate different cohorts of students (e.g., those who need just once weekly on-site sessions versus those who need more frequent on-site learning). Teachers are assigned tutoring blocks, during which time they may help tutor students in subjects other than their own specialty. The remainder of the time, teachers are working to update student assignments through DPNG, grading assignments turned in, and having in-person and online check-ins with students and supervising tutors.

Professional Development and Teacher Recruitment

Professional Development Plan

Matrix provides 10 full days of PD during the school year broken up into 5 days prior to the beginning of the school year and 5 days after the end of the school year, Additionally, Matrix also provides targeted ongoing PD twice a week, differentiated PD on Tuesdays and curriculum development and prep PDs on Fridays.

Matrix Proposed Professional Development Plan 2026-27	
Mandated Trainings (<i>July prior to school year commencement</i>)	Blood borne pathogens Sexual Harassment Prevention Child Abuse and Neglect Reporting 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 STAR Renaissance data review SBAC scores review ELPAC scores review C3 best practices Special Education students (Understanding and implementing accommodations) MLL 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 Special Education learners Effective instruction strategies and differentiation for GATE learners Effective instruction strategies using chrome books and related technology College/career lessons Khan Academy (concept & test prep) cK-12 Learning Open-Up Resources (Math, ELA) Vertical alignment of curriculum by departments Reflective Writing
Diploma Plus	Competency Rubrics Authentic Assessments Blooms' Taxonomy Assessment rubrics alignment and integration

Qualified Teacher Recruitment - Hiring Process at the Matrix

While academic qualifications are certainly valuable, the true priority is finding educators deeply committed to supporting the most vulnerable students and actively addressing poverty. For this reason, Matrix seeks not only teachers with strong subject matter expertise, but also those who are passionate about making a difference in the lives of youth facing the greatest challenges.

At Matrix, the interview process is multifaceted, involving several stages and a diverse group of stakeholders united by the Charter School’s vision. We believe that hiring should be a collaborative endeavor, the Charter School leadership team, teachers, and, whenever possible, students and parents. The Principal makes the initial decision about which candidates to move forward with by thoroughly reviewing application materials—such as resumes, transcripts, cover letters, and letters of recommendation. This evaluation isn’t limited to academic achievements and experience; equal emphasis is placed on how well each candidate aligns with the Charter School’s mission and values.

Outlined below are the steps involved in the Matrix’s hiring process:

Understanding the Need for Recruitment

Prior to launching any recruitment initiative, educational administrators work closely with human resources to evaluate the necessity for hiring new teachers. This need may arise from several factors, such as:

- Grant funding in support of Charter School program offerings
- Staff departures, including resignations, retirements, or transfers
- Fluctuations in student enrollment
- Adoption of new curricula or educational projects

A careful staffing assessment enables Matrix to identify both the number and types of educators needed, including the specific subject areas and grade levels that require staffing.

Job Analysis and Preparation of Job Description

The next step is to conduct a comprehensive job analysis. This involves:

- Identifying the duties, responsibilities, and expectations of the teaching role
- Specifying required schooling, credentialing, and skills
- Clarifying essential personal attributes, such as communication, adaptability, and a commitment to continuous learning and to servicing the most vulnerable student population

Based on this analysis, a detailed job description is crafted, outlining key information such as:

- Position title and grade/subject
- Required qualifications (e.g., schooling, credential, experience)
- Core responsibilities (lesson planning, ability to work with hybrid schedules, student assessment, etc.)
- Working conditions and compensation details
- Reporting relationships within the staff

A clear and comprehensive job description not only helps attract qualified candidates but also serves as a reference point during the selection process.

Advertising the Vacancy

Once the job description is ready, the next step is to reach potential candidates through effective advertising. Matrix uses a variety of channels, including:

- Online job portals (e.g., EdJoin, Indeed, LinkedIn)
- Social media platforms (Instagram, TikTok, FaceBook)
- University and college career centers
- Professional teacher networks and word of mouth

The aim is to maximize visibility and appeal to a diverse pool of applicants, ensuring inclusive and equal opportunity.

Receiving and Screening Applications

Candidates submit their applications, which typically include:

- A resume
- A cover letter expressing their motivation and suitability for the role
- Copies of academic transcripts and teaching credentials
- Letters of recommendation or references

The recruitment team screens applications to identify those who meet the essential criteria. This process may involve:

- Shortlisting candidates based on qualifications and experience
- Verifying credentials and background information
- Eliminating applications lacking required documentation

Initial Interview

Shortlisted candidates may be invited to participate in an online Zoom interview, which often includes the Principal, members of the leadership team, and teachers from the relevant program.

The initial interview serves as an opportunity for candidates to introduce themselves, share their motivations for wanting to join an independent study program, and discuss what inspires them to work with vulnerable students.

For certain subjects, such as art or technology, candidates may also be asked to present a portfolio of their work.

These assessments are designed to evaluate both the technical skills and professional competencies of each candidate.

Second Interview

The second interview is often the most critical stage of the recruitment process. This round is typically conducted in person, allowing candidates to tour one of our schools and giving the team the chance to further build on insights from the initial interview.

- Once again, the Principal will invite relevant administrators, counselors, and teachers to participate in the second interview.
- Interviewers delve into topics such as classroom management, strategies for differentiated instruction, experience working with special needs students, and a commitment to ongoing professional growth.
- Specific questions may be posed regarding the candidate's teaching style, educational philosophy, comfort with student learning systems, ability to self-initiate, and capacity to work collaboratively as part of a team.

Reference and Background Checks

Prior to issuing a formal job offer, Matrix conducts thorough AB2534 and reference checks. These verifications include:

- Determining if the applicant has ever been reported to the CTC for serious misconduct
- Assessing if a previous employer would be willing to rehire the candidate
- Reviewing the candidate's employment history and professional behavior
- Confirming the authenticity of academic degrees and teaching credentials
- Completing DOJ and/or FBI criminal background checks, as well as child safety clearances

Conversations with former employers or supervisors also help to better understand the candidate's reliability, integrity, and suitability for the position.

Selection and Job Offer

After thorough evaluation, the recruitment committee selects the candidate who best aligns with Matrix's values and needs. An offer of employment is then extended, detailing:

- Position title and start date
- Salary and benefits
- Terms of employment and probationary period (if applicable)
- Expectations regarding professional conduct and responsibilities

The selected candidate is usually given a brief period to consider and accept the offer. If they decline, the committee may move to the next shortlisted candidate.

Meeting the Needs of All Students

English Learners

Matrix meets all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners. Matrix implements the Matrix EL Master Plan which includes the following components:

- a. **Initial Identification, Assessment, Parent Notification, and Placement of English Learners**
- b. **Implementation and Programs**
- c. **Monitoring Student Progress**
- d. **Staff Qualifications & Professional Development**
- e. **Evaluation of Program Effectiveness**

Matrix will be focused on improving the academic achievement of English Learners by bringing in the tested research and work of Pauline Gibbons' *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone* (2009). In her book, Pauline Gibbons (2009. Pg.15-16) introduces the

concept of “high challenge, high support” instructional approach to English Learners, further she outlines the necessary seven intellectual practices to implement in schools with large numbers of ELs as follows:

- **Intellectual Practice 1** – Students engage with the key ideas and concepts of the discipline in ways that reflect how experts in the field think and reason.
- **Intellectual Practice 2** – Students transform what they have learned into a different form for use in a new context or for a different audience.
- **Intellectual Practice 3** – Students make links between concrete knowledge and abstract theoretical knowledge.
- **Intellectual Practice 4** – Students engage in substantive conversation.
- **Intellectual Practice 5** – Students make connections between the spoken and written language of the subject and other discipline-related ways of making meaning.
- **Intellectual Practice 6** – Students take a critical stance toward knowledge and information.
- **Intellectual Practice 7** – Students use meta-language in the context of learning about other things.

(Pauline Gibbons 2009. English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone, pg.20-30.)

Matrix’s competency-based instructional program, Diploma Plus, addresses the practices listed above. The implementation of Diploma Plus English Competencies and rubrics in every assignment, through our learning platform, DPNG, in scheduled targeted group instruction, and through the reflection process, will expose our ELs to rich and extensive language in contextualized forms. We believe that our adherence to the above intellectual practices will lead to a higher percentage of students scoring Moderately to Well-Developed on the Summative ELPAC, thus allowing these students to get closer to being eligible for reclassification.

Matrix’s 1:1 technology initiative, where every student is equipped with a Chromebook, adds support and resources for our English learners. Chromebooks are distributed to every student, along with resources and access to core course curriculum.

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

I-Identification:

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

After a student enrolls with Matrix for Success Academy, if the student is new to California public schools, the Charter School will request information regarding the language spoken at home through the 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. For students who are currently enrolled in California public schools, their ELAS record in CALPADS will be accessed in order to find accurate information regarding the student’s ELAS designation.

II-Assessment: Students from homes where a language other than English is spoken, with no previous ELAS designation in CALPADS, will be evaluated within 30 days of enrollment with the initial English Language Proficiency Assessments for California (“ELPAC”) to determine English proficiency. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The student will also be assessed with an internal diagnostic assessment (Renaissance STAR, etc.) to further determine areas of strength and opportunity in their knowledge of academic English. The Summative ELPAC will also be used for the annual assessment of each student’s English Language Development level, along with scores on Smarter Balanced ELA/Literacy test, Renaissance STAR tests, teacher evaluation, and parent consultation.

Renaissance STAR Assessments

Matrix has adopted Renaissance STAR assessments as another tool to support our students. With the quick access to regular assessments that the program provides, teachers and staff will be able to regularly monitor student progress, rather than wait for Spring CAASPP assessments. This will give Matrix an advantage when it comes to monitoring progress and reclassifying English Learner students, as the majority of the student population served at Matrix are recovered dropouts and/or students with inconsistent attendance.

III-Parent Notification: The Charter 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 Charter School will notify the parents of its responsibility for ELPAC testing, student’s prior ELPAC 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 Charter School will notify parents of student’s ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing. The Charter School will also invite parents of students who are candidates for reclassification to attend a special meeting at the Charter School to discuss the reclassification process and the recommended program for their children.

IV-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/Renaissance STAR, etc.) Depending on the assessment results, the Charter 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. Using teacher feedback, observations, and inferences from the student performance data, the Charter 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 Charter 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 Charter 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	Structured English Immersion
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2	(“SEI”) Program
ELPAC Level 3 or 4	English Language Mainstream (“ELM”) Program

B. Implementation and Programs

The following charts summarize the EL programs to be offered at Matrix:

Grades: 9-12

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	English Learners ELPAC Level 1(Beginning) or 2 (Somewhat Developed)	Explicit ELD: Structured English language instruction within the student’s schedule, both designated and integrated approaches are used and aligned to the new CA ELD standards. Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/ EDI strategies and supplemental materials during scheduled instruction. Electives: independently within DPNG learning platform and with Mixed groups of EL, FEP, and E/O students during assigned group instruction. Primary Language Support: Used only to motivate, clarify, direct, support, or explain.
English Language Mainstream (ELM) Program	English Learners ELPAC Level 3 (Moderately Developed) or 4 (Well Developed)	Explicit ELD: Integrated and/or designated ELD instruction based on the CA ELD standards. Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE and the Seven Intellectual Practices integrated into curriculum planning and development. Electives: Independently within DPNG learning platform and with mixed groups of EL, FEP, and E/O students during assigned group instruction. Primary Language Support: Minimal, only as needed.

Structured English Immersion (“SEI”) Program: 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 support to make grade level content standards accessible.

Following are the components of this program:

Grades 9-12:

- **Explicit ELD:** Structured ELD program will be provided through SDAIE and integration of the Seven Intellectual Practices. Both designated and integrated approaches will be used and aligned to the CA ELD standards, utilizing standards-based materials and supplemental materials during scheduled group instruction as indicated in personalized student schedules.
- **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 strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (“E/O”) students during scheduled instructional sessions.

- 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 during scheduled group instruction.
- Frequent writing assignments with assessment rubrics in all classes that give students opportunities to practice writing and editing in English.
- Reflective learning experiences through video/spoken reflections embedded within summative and formative assessments.

English Language Mainstream (“ELM”) Program: 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 aligned to 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 strategies and materials during scheduled instructional sessions.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students during scheduled instructional sessions.
- 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.
- Reflective learning experiences through video/spoken reflections embedded within summative and formative assessments.

Specially Designed Academic Instruction in English methodology

SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All Matrix teachers are trained in SDAIE techniques.

During instructional sessions teachers utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content-based lessons.

Small group intervention is provided using SDAIE. When needed, teachers work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At Matrix for Success Academy, during scheduled instructional sessions, teachers employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- The Matrix implements a 1:1 technology program, giving all students access to a Chromebook for use throughout the school year. With the Chromebook, students can access their assignments and supporting materials from their teachers' class websites.
- In addition to increased access, the Chromebooks also provide further support for EL students with tools such as translation extensions/applications to provide primary language support where necessary; additionally, dictionary extensions provide definitions and pronunciation support for new or unfamiliar English vocabulary.

Curriculum Resources

Matrix works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

C. Monitoring Student Progress

Assessments: The ELPAC will be used for the annual assessment of each student's ELD level, along with scores on Smarter Balanced ELA/Literacy test, Renaissance STAR assessments, teacher evaluation, and parent consultation. The ELPAC scores, overall and individual domain data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and student performance will be closely monitored by the teachers and administrators throughout the year and over the years.

ELs will be continuously monitored through assessments for English language development and academic progress. They will also be assessed with the Renaissance STAR and other approved assessments for academic progress in Reading/Literacy and Mathematics multiple times during the school year.

Using Assessment Results for Instruction

The Charter School's administrative team analyzes assessments data from Renaissance STAR and other approved assessments and makes inferences. Student performance data is then shared with the Charter School team for further study. 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 standard-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using Renaissance STAR and other approved assessments for planning purposes will be part of the professional development that occurs prior to the start of the school year and ongoing throughout the year.

Other Assessments

Other assessments to monitor student progress, besides ELPAC, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and Renaissance STAR, include Diploma Plus Assessments and rubrics, Diploma Plus Reflections, and other teacher generated assessments. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CCSS for ELA/Literacy and the ELD standards which have not been achieved. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly/Monthly	End of Unit/Quarterly	Year-End
Home Language Survey	Teacher created assessments	Course Authentic Assessments	Smarter Balanced ELA/Literacy test
Renaissance STAR Assessments	Renaissance STAR Assessments	Publisher provided assessments	Renaissance STAR Assessments
Initial ELPAC		Progress reports with grades and teacher comments	Course Summative Assessments
Course Summative Assessments		Renaissance STAR Assessments	Summative ELPAC

Reclassification: Matrix for Success Academy 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, Renaissance STAR assessment; teacher evaluation; and input from parents. The established criteria for reclassification are as follows:

	Grades 9-12
Annual ELPAC Scores	Overall performance level of 4 on the Summative ELPAC
Basic Skills Assessment	Smarter Balanced ELA/Literacy Score: Level 3 (Standard Nearly Met) or 4 (Standard Met) OR Renaissance STAR Assessment score in the 30th percentile or higher according to the most current Renaissance STAR Benchmarks and Cut Scores available.
Teacher Evaluation	A grade of “C” or better in their current ELA course OR Teachers may complete a Teacher Evaluation Form explaining why the student’s grade is not due to language acquisition.
Parent Consultation	Parent/Guardian concurs with the recommendation to reclassify.

Reclassified students are monitored for a period of at least four 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 explained in section B, "Implementation and Programs."

D. Staff Qualifications & Professional Development

All teachers providing specialized academic instruction for EL students at Matrix for Success Academy must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Learners.

In addition to ongoing professional development activities, Matrix for Success Academy will provide all staff with multiple opportunities to participate in external workshops and training to address their individual needs. Matrix staff will meet weekly to share best practices and discuss issues such as academic and behavior support for students including ELs. Student achievement data, ELPAC results, and other data to be analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that Matrix staff will continue to revisit for professional development. Matrix for Success Academy will also schedule Personal Development to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, SDAIE/EDI strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. Matrix staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE/EDI methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their student's progress.

E. Evaluation of Program Effectiveness

The Charter School will use ELPAC results, along with scores on Smarter Balanced ELA/Literacy tests, Renaissance STAR assessments, teacher evaluation, and parent consultation to evaluate the success and effectiveness of the EL Programs and growth of ELs. The Charter School administrative team will analyze the data at the Charter School level. The Charter School administrative team will be required to:

- Supervise instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE and/or primary language instruction or support.
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs.
- Conduct regular instructional observation, both in-person and virtually, to ensure that ELD and SDAIE/EDI instruction or support are being delivered in the manner outlined in the *English Learners Master Plan*.
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement.
- Utilize multiple sources of data to monitor EL program implementation.

- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan.
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE/EDI and/or primary language instruction or support.
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan.
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring.

Reclassification Form Letter - Sample

Dear Parent(s)/Guardian(s) of _____

SSID: _____ Grade Level: _____ DOB: _____

This letter is to inform you of your student’s eligibility to be Reclassified as an English Proficient (RFEP), from their previous status as an English Language Learner (EL). Your student has met the following criteria marked below for reclassification:

ELPAC	Overall Score:
Other Assessment	Renaissance STAR Reading Assessment Score: or CAASPP ELA Score: or Teacher Recommendation based on evidence other than assessment score:
Teacher Recommendation/ Teacher Evaluation	Grade of “C” or better in English class or Teacher Recommendation based on evidence other than grade:
Parent/Guardian Consent	Signature below denotes parent/guardian agreement with decision to reclassify

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

EL Coordinator/Charter School Administrator Signature:

_____ Date: _____

Gifted and Talented (GATE)and Students Achieving Above Grade Level

Gifted and academically high-achieving students are identified by several methods such as, transcript/academic record review, SBAC/STAR Renaissance 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/CC standards-aligned authentic assessment. To achieve an advanced/metacognition 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 Achieving Below Grade Level

As detailed above, a significant number of our students 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 examine all transcripts and academic history for verification of low achievement. Throughout their enrollment at the Matrix, counselors and faculty actively review grades at least every two weeks during check-ins with each student (and often far more frequently); this process facilitates 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 personalized success plan 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 regular basis through our personalized approach.

For example, the Matrix implements appropriate school-wide Math intervention using data gathered from STAR Renaissance testing program (3 times annually), combined with targeted practice using Khan Academy. During Success Seminar, each student has dedicated time to work on Math skills identified as areas of opportunity during testing. Teachers and administrators have access to student activity on Khan and 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 implements a school-wide, cross-curricular intervention to address our students’ areas of opportunity in Reading. This intervention consists of a focus on literacy across content areas, emphasizing the importance of literacy as a basis for all learning, using our students’ STAR scores to inform instruction in all classrooms.

Interventions and additional support 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, 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/Low Income Students

Understanding and Working with Students and Adults from Poverty by Ruby K. Payne, Ph.D. (2003. Retrieve from aha! Process, Inc.: www.ahaprocess.com) is the basis of 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 addresses the need of clear expectations to build cognitive structures necessary for learning. The Matrix creates 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 the "hidden rules" of high school graduation and post-secondary options. Socioeconomically disadvantaged students have not always been given the necessary help they require in understanding the academic school culture that contributes to success in school and at work.

The Matrix meets students/family where they are and begins providing whatever resources are needed to provide stability to the family system outside of school. Upon enrollment and prior to programming, our counseling staff closely examine 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. A student's personalized success 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 students.

By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we 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 with Disabilities

See District Required Language. Charter School will permit individuals with exceptional needs to participate in independent study programs if their IEPs specifically provide for that participation [Education Code § 51745(c)]. Independent study charter schools, like all charter schools, must admit all students who wish to attend. Education Code Section 47605(e)(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 by the student's IEP team within 30 days and written into the student's IEP.

Students in Other Subgroups

The Matrix has developed partnerships with community-based organizations and the County of Los Angeles for coordination of services of foster and homeless youth. 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 11th or 12th 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 requirements to receive a diploma from high school pursuant to Education Code Section 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 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 relationships have become a pathway for many students to find and enroll in our program.

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 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 Matrix Day

Arriving at either one of the Matrix For Success campuses on a Monday morning at 8:00 AM, teachers and staff begin making contact with students in their success seminar (our small "homeroom/advisory" class that allows teachers to connect with their individual students whom they see and/or connect with weekly to monitor their progress and assist with the classes that each student is working on). During this opening hour, both teachers and counselors are focused on outreach as they contact and remind students who will be arriving that day for their allotted cohort time or making calls to students who will be working remotely or who have not been to campus for one of their cohort times.

Arriving at campus at 9:00 AM, our morning cohort students will have their individual Chromebooks and will be greeted at our welcoming station before coming onto campus to sign in. Most students will be working with their success seminar teacher to start their day, but some may ask to go and work in the room of the content teacher whose class they are focusing on or may request to speak with any of our counselors or social worker, depending on their needs. Students check their emails and personal Diploma Plus dashboard, where they have access to all their course curriculum.

As the scheduled day begins, one success seminar teacher may be seen counseling individual students on their academic progress and updating their Success Seminar Tracker (a tracker teachers use to track the progress of students from their success seminar) while the other students work quietly online after receiving directions and feedback from their teacher. Another success seminar teacher may be working with a small group of students who are all progressing through a similar module and get instructions on how to proceed through the assignments and develop meaningful responses to their work.

These groupings are based on the teacher's review of student work online over the preceding days, when he or she has noticed groups of students struggling with specific skills. The teacher has instructed some students via DPNG to watch some additional Khan Academy lessons in preparation for the day's session, while others will work through the DP Competencies slowly with the teacher. Students who have mastered the DP Competencies 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.

In an LACC online dual/concurrent enrollment class course, a group of students are working with their success seminar teacher or counselor, to complete credits for both the high school and 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 based on their cohort time, and students interact with a variety of different peers across traditional grade levels. Teachers have scheduled check-ins with students who are off campus via DPNG, phone and zoom, reviewing assignments, answering questions and providing mini-lessons to help students master content. Some students work on-site between assigned cohorts. 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 and College Counselors hold 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 Counselors throughout the year on the college application and financial aid processes.

Counselors can be seen meeting with a student to address a challenge she has encountered in her current job; 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 parents 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 Social Worker 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 Social Worker 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 DPNG dashboard 4-6 hours a day, completing assignments (including reading, watching video lectures, conducting research, writing, math problems, planning and reflecting on science labs, 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

When the afternoon cohort ends at 3:00 PM, teachers and staff reach out to students who did not make it for their allotted cohort time and discuss options to catch up at home and assist with helping their on-campus time resume. Teachers also finish grading on DPNG and update their success seminar tracker to ensure their students are on track and safe. Any concerns are relayed to counselors. Staff heads home to rest and be ready for the next day.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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 the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities Refer to the completed LCFF Table Provided in Element 1, which is incorporated herein by reference.

Method for Measuring Pupil Progress toward Outcomes: Formative Assessment

Matrix monitors and measures student progress through a variety of assessment and growth measurement tools. In addition to state-mandated testing, including CAASPP, California Science Test (CAST)/California Alternative Assessment (CAA), ELPAC, etc., Matrix incorporates

Renaissance STAR testing three times (Fall, Winter, Spring) each year. Measurable outcomes and assessment tools provide key data about the efficacy of our program, which in turn helps the administration and Board make key decisions about program development and modifications, while also monitoring individual student achievement.

Renaissance STAR Supports Individualized Student Goals and Objectives

The Matrix will use the Renaissance STAR as our internal assessment system to measure our Diploma Plus standards-aligned/competency-based model. The Renaissance STAR provides each student with an individualized 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 Growth Report for every student. STAR successfully proposes realistic growth projections based on similar students in similar schools, therefore fostering the Matrix’s belief of helping any student, anytime, anywhere. This level of 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 targeted goal.

All students will be assessed three times during the school year using a combination of Renaissance STAR testing and state-required testing, depending on their grade level. Growth will be measured by comparing a student’s scores from testing periods, (Fall to Fall, Spring to Spring, etc.), in the key areas of Math and Reading. Renaissance STAR 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 CAASPP.

The goal-setting feature enables all stakeholders - students, 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. Renaissance STAR assessments are especially helpful with our SPED and EL subgroups, enabling our staff to provide specific support where these vulnerable students need it most.

Assessment	Purpose	Grade	Timeline
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 DPNG 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
CAASPP Interim Assessments	Benchmarks, teaching and instructional planning	11	Twice a year
CAST/CAA	State Criterion-Based Assessment in Science	9-12	Once a year
Renaissance STAR	Assessment in ELA and Math	9-12	Three times a year
PSAT/SAT/ACT		9-12	

ELPAC	Measure language acquisition	9-12	Once a year until Reclassified
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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. Matrix for Success Academy currently uses the School Pathways SIS. If grant funding is awarded, Matrix may upgrade to a more sophisticated data platform. Data is disaggregated by subgroups to determine achievement gaps, if any. The Co-Directors and Principal perform 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’ STAR Assessment 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 two areas tested with Renaissance STAR: Math and Reading. 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. Renaissance STAR 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.

It is important to note that students and parents will have access to see progress accessible at all times within the DPNG Learning Platform. Progress reports will be available upon request. 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 throughout the year.

The Matrix will not have a retention policy.

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(c)(5)(D))

General Provisions

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the 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(c).

Legal and Policy Compliance

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.) Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members. If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

Notification of the District

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

Student Records

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

Parent Engagement

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

Federal Program Compliance

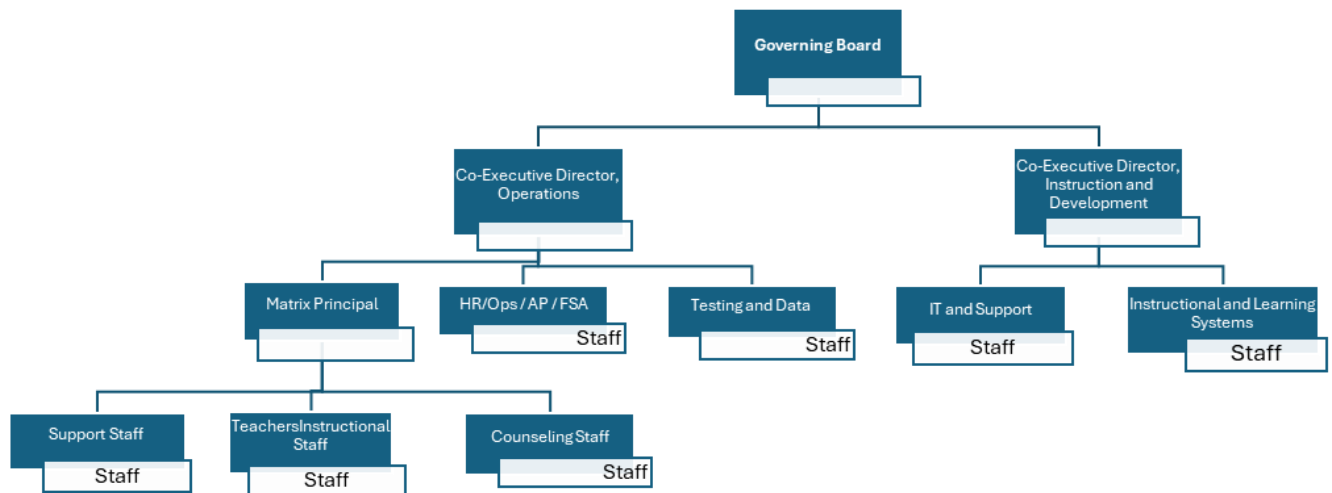
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the 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 is a direct-funded independent charter school, operated by the PazLo Education Foundation ("PazLo"), a California Nonprofit Public Benefit Corporation with 501(c)(3) tax-exempt status from the IRS, pursuant to California law. PazLo is governed by a corporate Board of Directors ("Board") which maintain active and effective governance in accordance with the 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 Matrix Principal reporting to the Co-Executive Directors 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 responsible for the operation and fiscal affairs of The Matrix 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, evaluate, discipline, terminate the Co-Executive Directors.
- Retain ultimate responsibility for hiring and terminating all other employees.
- Approve contractual agreements in accordance with Board policies.
- Approve and monitor the Charter 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 Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School.
- 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.
- 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 is not in conflict with this charter or the purposes for which The Matrix is established.

PazLo has adopted a Conflict of Interest (“COI”) Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and District policy. The COI Code shall be updated with any charter school-specific conflict of interest laws or regulations.

The Board of Directors attends an annual or every-two-years in-service for the purposes of training individual board members on their responsibilities with topics including at minimum, ethics (AB 2158), 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-Executive Director, Instruction and Development

The Governing Board of PazLo selects the Co-Executive Director, Operations and Co-Executive Director, Instruction and Development. The Co-Executive Director, Instruction and Development provides general oversight of the Charter School’s academic programs and reports directly to the Board. As the chief academic officer, the Co-Executive Director, Instruction and Development oversees the implementation of the Diploma Plus instructional program, DPNG learning systems and development initiatives in technology and education. The Co-Executive Director, Instruction and Development is responsible for the Charter Schools’ overall performance and success in implementing the instructional program outlined in the charter petition and fulfilling the goals stated within the Charter School’s vision and mission.

The Co-Executive Director, Operations

The Co-Executive Director, Operations provides general oversight of the Charter Schools’ operational and fiscal programs and reports directly to the Board. As the chief operating officer, the Co-Executive Director, Operations is responsible for managing operational/administrative staff at the Charter School and/or external service providers, and is responsible for the overall performance and success of the Charter School in implementing the operational and fiscal activities in the charter petition and fulfilling the goals stated within Charter School’s vision and mission.

Together the Co-Executive 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-Executive Directors work to ensure compliance of assigned areas of responsibility with related regulatory requirements, Matrix goals and objectives, administrative guidelines, Board policies and directives.

Charter School Site Administrators – Principal, Assistant Principal/coordinators

The Matrix Principal supervises day-to-day operations of the Charter School and serve as the instructional leader for all teaching and counseling staff at each Success Center. Site administrators/coordinators support the Matrix in achieving its academic targets and fulfilling the requirements of the charter. Site administrators/coordinators ensure the safety and well-being of students and staff at the Charter 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 Charter School.

Like the Co-Executive Directors, Charter School site administrators/coordinators do not serve on the Board. Charter School site administrators report directly to the Co-Executive Directors and are responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. Site administrators are assigned to perform tasks as directed by the Co-Executive 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-Executive Directors and supervise, evaluate, and make recommendations for the dismissal of teachers and staff. Charter School site administrators communicate with and report to the Board of Directors as needed.

Board Composition and Member Selection

Board of Directors Composition

Our Governing Board is guided by its Bylaws. The Board shall have a minimum of five (5) and no more than nine (9) directors. The existing Governing 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(c). All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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 Charter 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 the Charter School and meeting with Charter 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 quarterly 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) and Education Code Section 47604.1(c). All Board and Board committee meetings are held within the boundaries of Los Angeles County, rotating at different school sites, with teleconference participation available within the requirements of the Brown Act.

Agendas for regular meetings are published in advance on the Charter School's website and are distributed to each member of the Board of Directors and are posted near the entrances of the Charter School sites and at the entrance of the Charter Schools' offices for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted on the Charter School's website, and in the offices and at the primary entrances to the Charter School sites at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book or similar and available for review by the public on school's website.

The annual calendar for Board and committee meetings is proposed annually in May and adopted annually in June for the following school year.

Governing Board Decision-making Procedures

A majority of the directors then in office 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.

Teleconference Meetings¹.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

1. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the Charter School is located.
2. All votes taken during a teleconference meeting shall be by roll call;
3. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a member of the Board of Directors participates in a meeting via

¹ Pursuant to Government Code Section 54953, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Section 54953(e).

teleconference must be fully accessible to members of the public, shall be listed on the agenda, and members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;²

5. Members of the public must be able to hear what is said during the meeting; and
6. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Additionally:

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.

Educational Partners Involvement

Matrix values the participation of parents and community in the programs and activities at the Charter School. Matrix recognizes the critical role that parents and community play in the long-term academic success of vulnerable youth. Matrix notifies parents of its written parental involvement policy and compact in the language of the home. Matrix involves parents and community by convening monthly meetings/workshops to inform parents of the Charter 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 Charter 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), is an advisory committee composed of at least 1 parent of currently enrolled students, 1 student, 2 teachers, 1 classified staff member, and the school principal.

Selection to PCAC:

- School Principal or designee (1)
- Two (2) teachers, elected by their peers;
- One (1) classified staff member, elected by his/her peers;
- One (1) student representatives, elected by the student body;
- One (1) 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. 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 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

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

school, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet.

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

- SSC meetings/orientation
- Back-to-school
- Parenting classes
- Parent education workshop series
- Financial literacy nights
- College Information Nights
- Financial Aid Nights

Element 5: Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

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

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 Charter 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:

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

Charter School Success Centers

Principal (overseeing all Success Centers)
Assistant Principals/Coordinators
Guidance/College Counselor
Career/Employment Counselor
Psych/Social Worker
Teachers (Based on site needs)
SpEd (itinerant, based on site needs)
Instructional Assistant (based on site needs)
Office Managers
Office Technicians (based on site needs)

Key Positions and Job Descriptions

The Co- Executive 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- Executive 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 Charter School, and state organizations and authorizing agencies.

Co-Executive Director, Instruction and Development

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

PERFORMS AS INSTRUCTIONAL/EDUCATIONAL LEADER OF THE CHARTER SCHOOL

- 1.1 Oversees 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 Charter School, as set forth in authorized Charter School petition.
- 1.5 Communicates vision/mission to Charter 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 Charter 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)
 - 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 Individualized Education Program 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 Charter School, 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/counseling and at least 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-Executive Director, Operations

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

SERVES AS CHIEF OPERATING OFFICER OF THE CHARTER SCHOOL

- 1.1 Implements policies of the Governing Board.
- 1.2 Reports to the Governing Board about the status of programs and academic achievement.
- 1.3 Recommends actions, policies, and alternatives to the Governing Board.
- 1.4 Acts as liaison between the Charter School Board and Charter 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’s 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 of 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 (CHARTER 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 Charter School Board.
 - c. Monitor compliance with policies and laws.
 - d. Report to the Charter 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 Charter 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 Charter 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 Charter School, 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 preferred.

Experience: Have at least 5 years of successful school compliance and operations experience. Prefer school or school system administrative experience with concentration in administration, supervision, finances and personnel management.

Testing, Data, and Special Programs Manager

Duties of Testing, Data, and Special Programs Manager:

Under the direct supervision of Co-Executive 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 database system, LAUSD, LACOE and CDE CALPADS data sets as needed.

- In coordination with the Charter School's administration and guidance counselors, organizes the administration and interpretation of standardized test materials (SBAC, Renaissance STAR, 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 Charter School;
- Acts as the Charter School's data contact for external entities inclusive of LAUSD, LACOE and CDE, ExEd, CCSA, and others as needed;
- Ensures that SIS system is accurate and up-to-date for testing and reporting purposes of all official Charter 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, FRPM, special education, and ensures accurate reporting to local, county and state data systems;
- Performs other generally accepted duties as assigned.

Qualifications

Employee shall possess a BA/BS degree or higher, Master's degree and/or CA teaching/counseling credential preferred. 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 sectors who possess equivalent professional training and are qualified to perform the job duties and tasks.

HR/Operations Manager

HR / Operations Manager Duties:

Under the direct supervision of Co-Executive Directors, in close collaboration with third party independent providers (ExEd, CharterSafe, LAUSD, Paycom, CDE, etc.), and in close collaboration with Charter 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:

Maintaining a professional, positive, solutions-oriented approach to responsibilities.

- Maintaining effective, confidential, and constant communication with Charter School administrators regarding ethical and efficient use of organization fiscal resources.
- Attend Governing Board meetings as needed.
- Maintaining in-house accurate financial, human resources, staff credentialing, payroll, donations, and related records as required by law.

Ensure efficiency and expediency in all matters regarding payroll, employee reimbursements, human resources processing, accounting, purchasing, auditing compliance, and related matters.

- Act as a liaison between the Charter school, CCSA and CharterSafe in all matters related to organization’s workers compensation, liability, and related insurance matters.
- Act as a liaison between the Charter School and the Employee benefits providers in all matters related to the establishment and maintenance of employee benefits
- Act as a liaison between the Charter School, third parties in all matters concerning the operation, lease, facility alterations, connectivity/E-rate set up, and other facilities related matters as needed.
- Assist with CA CDE in maintaining Charter 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.
- Provide oversight over food nutrition program focusing on proper reimbursement, ordering, and contracts compliance.

Provide guidance, training, and support for all classified employees as mandated by law and as assigned by the Charter School director(s).

- Maintaining and consistently updating the employee handbook to reflect current law and regulations.
- Assist with 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.
- 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 and/or relevant work experience and related certifications
- 5 years or more work experience in related industry or career.
- Excellent interpersonal communication skills.
- Analytical bent of mind with attention to detail.
- High level of organizational and prioritizing skills

Principal

The Principal operates under the supervision of the Co-Executive Directors and in accordance with federal and state laws; the 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, Charter School office operations, community relations, people management and facilities in accordance with legal and organization standards.

Responsibilities:

- Provide Instructional Leadership for the Charter School sites, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CCSS, NGSS 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 Charter 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 Charter School sites, adhere to the Charter School's policies and protocols for sound fiscal management.
- Develop an effective Charter 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 Charter Schools' educational program and provide opportunities for students and families to experience college life.
- Manage process for determining priorities; set development timetables and support the Charter School's 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 Teaching/PPS/Administrative Services credential (or in the process of obtaining one).
- Relevant Masters or equivalent degree preferred.

Assistant Principals/Coordinators

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 Charter School's plant and other site facilities.

Essential Functions

- Serves as a resource for, and liaison to, the stakeholders of the Matrix.
- 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.
- Facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals.
- Counsels students, recommends and implements student disciplinary actions in accordance with the Education Code, Charter School policy and procedures, and the Charter School's student responsibility code.
- Organizes and conducts extra-curricular activities and fundraising events.
- 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.
- Participates in directing the Charter School's organization and the appropriate placement of students in accordance with the approved charter and Master Plan for English Language Learners.
- Maintains positive public relations and outreach contacts with parents and community groups.
- Provides effective professional development and training for all stakeholders to improve student achievement.
- Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
- Evaluates the performance of certificated and classified personnel assigned to the Charter School's site.

Other Functions

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

Qualifications Education

- Minimum of 3 years teaching/counseling experience (preferably at the high school level), with a history of improving student achievement.
- Valid CA Teaching/PPS/Administrative Services credential (or in the process of obtaining one).
- Relevant Masters or equivalent degree preferred.

Experience Required

- 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 or counseling service.
- In addition to or concurrent with the five years required above:
- 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.
- At least one year of verifiable experience must have been in a nonclassroom based school leadership position such as coordinator, instructional coach, etc.

Knowledge, Skills, Abilities, and Personal Characteristics:

- Ability and integrity in dealing with confidential matters.
- Ability to provide administrative leadership at the executive level including decision-making, problem-solving, and delegation of authority.

- Knowledge of charter school policies and procedures, goals and objectives, organizational structure and functions.
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups.
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.
- Knowledge of effective administrative and managerial practices and the ability to implement them.
- Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in the field(s) of secondary and elementary education.
- Knowledge of staff development and in-service resources and the ability to implement them.
- Knowledge of federal, state, and local policies, rules, laws, regulations, and legislation pertaining to secondary education
- Ability to make formal, public presentations.
- Knowledge of, and skill in, budget preparation and control.
- Ability to communicate effectively with students, supervisors, peers, teachers, other District personnel, parents, community representatives, and other stakeholders, both individually and as a group.
- Ability to compose and comprehend written communication.
- Ability to cope with crisis situations and the need to make immediate decisions.
- Ability to cope with high volume work and multiple tasks.
- Ability to travel to other sites/locations.

Guidance/College Counselor (1 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 Charter 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 Charter School, the Charter School's 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 possess or are in the process of obtaining 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.

Psychiatric Social Worker

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.

Essential Functions:

- 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.
- 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.
- Promotes parent engagement in the educational process.
- Provides parent education programs.
- Utilizes electronic health records for documentation pertaining to programmatic requirements, and to comply with federal, state and Department of Mental Health regulations.
- 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.
- Collaborates with teachers and Charter School staff providing mental health consultation to develop strategies for classroom management, designing and monitoring behavior contracts, and positive behavior support planning and implementation.
- 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.
- Provides community referrals, linkages, and collaborations with District and community resources to address student and family needs.
- Plans, coordinates, and participates in multidisciplinary teams, including: Student Success Teams (SST), School Wide Positive Behavior Support (PBIS), and other activities.
- Participates in school Crisis Teams and Threat Assessment Teams.

- Provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.

Other Functions

- 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.
- Performs other duties as assigned

Qualifications/Education Required

An earned master's degree or in the process of obtaining a 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:

- A pupil personnel services (PPS) credential authorizing service in social work
- Services credential with specialization in health designating social work service

Knowledge, Skills, Abilities, and Personal Characteristics:

- Ability to apply the principles and techniques of social work to mental health problems.
- Skill in the various modes of social work with emphasis on crisis intervention, mental health consultation, and community organization.
- Ability to relate social development to the emotional and mental disorders of learning.
- Sensitivity to and understanding of the needs of English Learners (EL) students and parents.
- Facility in oral and written communication in English.
- Skill in using computer software such as Microsoft Office applications.
- Skill in completing electronic health records utilizing Welligent or its successor software.
- Understanding of the physical, intellectual, social, and emotional growth patterns of students.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with District personnel, community representatives, parents, and students.

Learning Facilitators / Teachers

Teachers must hold the California Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment, pursuant to Education Code section 47605(l)(1). Matrix will adhere to all applicable 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 Master Agreement for Independent Study.
- Reviewing and evaluating the work of pupils using the Matrix Diploma Plus Rubrics.
- Maintaining appropriate records using respective learning platforms or other approved assessment/grading tools.
- Integrating 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.
- Participating in parent workshops during the school year relevant to the needs of our students.

Additional Duties. Each certificated staff member teaching in the classroom for which they shall be properly credentialed is responsible for the following duties:

- Setting-up and breaking down the classroom/space 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 DPNG 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 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, Renaissance STAR, 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 the Charter School's 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.

Special Education 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 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

- 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 Program (“IEP”) goals and objectives.
- Uses information about individual students’ academic strengths and needs in planning.
- Designs activities to engage students in cognitively challenging work aligned to State Standards.
- 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.
- Initiates or participates in IEP meetings with administrators, faculty, parents, and other parties involved to develop an IEP for eligible students.
- Utilizes approved behavior modification techniques to implement the IEP goals and continually monitors student progress toward IEP goal achievement.
- Lifts, maneuvers, and positions students into and out of assistive and/or ambulatory devices to meet the requirements of the IEP.
- Generates, organizes, and maintains the appropriate IEP records and other related due process documents for students served, referred, or assessed.
- Provides clear behavior expectations for students and monitors student behavior throughout the class and at the Charter School’s campus.
- Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
- 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 Charter School and community.
- Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.
- Evaluates the performance of subordinate personnel.

SpEd Teacher 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 the Charter School’s compliance matters (e.g., complaints, corrective actions, compliance plans); supervises the resolution of due process issues in regards to IEP Services.
9. Other duties as assigned.

Charter School Site Office Manager

Employee shall possess a HS diploma or higher. BA/BS degree preferred. 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.

Charter School Office Manager Duties:

Under the direct supervision of the School Principal, and in close collaboration with third party independent providers (ExEd, CharterSafe, LAUSD, Paycom, CDE, etc.), the Office Manager will have overall responsibility over the day-to-day operations of the Charter School's office, school attendance, payroll reporting, accounts payable, orders management. Job duties include but are not limited to:

- Maintaining a professional, positive, solutions oriented approach to responsibilities
- Maintaining effective, confidential, and constant communication with Charter School administrators.
- Maintaining in-house accurate financial, human resources, payroll, donations, and related records as required by law.
- Act as a liaison between the Charter School and the Charter School's back-office service provider in all matters regarding payroll, human resources, accounting, purchasing, auditing, compliance, and related matters.
- Act as a liaison between the Charter School and the LAUSD in all matters concerning the day-to-day operation, lease, meal program, systems, and other agreements in place for the efficient operations of the Charter School.
- Provide guidance, training, and support for all classified employees as mandated by law and assigned by Charter School principal.
- 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.
- Performs other duties as assigned.

Educational Requirements

- Possession of HS Diploma 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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F))

Health, Safety and Emergency Preparedness Plan

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

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

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

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

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School

- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Athletic Programs

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section

39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The

Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G))

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.

Matrix makes every effort to recruit students of various racial, ethnic, disability, and English learner groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. The Charter School consistently serves a very high proportion of Hispanic students (currently 92.3%), and over the charter term, an average of 24% English Learners (26.3% in 2024-25), compared to the LAUSD 18% . Matrix also attracts and serves a high proportion of students with disabilities (17% in 2024-25), which is a higher ratio than either LAUSD or the State.

The Matrix conducts informational meetings prior to the opening of the school year and throughout the year to inform interested parents and students about what the Charter School has to offer. Outreach meetings are 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 Charter 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 are 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 creates 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. 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, various 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 to help spread the word to families in the community as well.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H))

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the 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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

Non-Discrimination

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not

limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Matrix will continue to focus on recruiting drop-outs, non-graduates, credit deficient, academically low-achieving students, parenting/pregnant students, English Learners, economically disadvantaged students, foster/homeless youth, and students with disabilities. The Matrix works intentionally to re-engage vulnerable youth to give school another try. The Matrix's teaching and learning methodologies focus on building relationships with the students and their families. Lead petitioners believe the Charter School belongs to the community, this belief shapes 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 includes specific information in their outreach materials, websites, social media, at community meetings, open forums, and regional center meetings notifying parents that the Charter 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.

Lottery Preferences and Procedures

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Matrix requires students who wish to attend the Charter School to complete an application form. After admission and orientation, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form

2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records⁴

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year (last Monday in May). 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 and/or seniors who will not graduate on time and need an additional school semester or year.
 - 1d. Parenting/pregnant students
2. All other applicants

Public Random Drawing

Should the number of pupils that wish to attend the Matrix exceed space available, a public random lottery will take place to determine the Charter School admission in accordance with Education Code section 47605(d)(2)(B) (i)-(iv). If a lottery is needed, all interested parties may attend or observe, but attendance is not mandatory for participation in the Matrix lottery. If the number of applications does not exceed spaces available, all students that have applied before the deadline will be enrolled at the Matrix. Public notice will be posted regarding the date and time of the public drawing. The Charter 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. The Charter 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. The lottery will be held at the Charter School site if the Charter School facility can accommodate all interested parties. Otherwise, the Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them to observe the lottery. 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.

⁴ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Co-Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

A wait list will be developed from the list of students that do not receive admission when the public random drawing is completed. Once the Charter School's capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. 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 admission lottery or application order. If the enrollment packets are not returned complete within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. Charter School staff will be available to assist families in completing this paperwork if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be provided with top priority placement. When an offer occurs during the school year that is not filled by a homeless or foster care student, families will be contacted by telephone in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

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 admission application will be kept on file for the academic year with their assigned lottery number in the Charter School database and on their enrollment application.

Lottery Timeline

The Charter School will determine its open enrollment and lottery dates every year before school starts.

1. Outreach in the targeted area in April-June prior to the school year starting.
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 Charter School in October and on the Charter 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 a 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(c)(5)(I))

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

The following reports will be submitted to 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

The Matrix Governing Board hires an independent third-party auditor to perform its annual financial audit, in accordance with Education Code Sections 47605(c)(5)(I) and 47605(m). This auditor must be on the California State Controller’s list of auditors approved to conduct charter school audits. The list is published at the following link: <https://cpads.sco.ca.gov/CPAList.aspx>

The Co-Executive Director(s) works with the independent auditor and provides them with all necessary information to complete the audit and ensures that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

General Provisions

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

Students with Disabilities

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

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

- (a) Was the misconduct caused by, or directly and substantially related to the student's disability?
- (b) Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA 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:

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

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

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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

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/guardians⁵ and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

⁵ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination

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 implements operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. The Matrix also ensures staff is knowledgeable about and complies with the core values of the District’s *Discipline Foundation Policy* and *School Discipline Policy*.

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 (SWPBIS)

SWPBIS 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"> * Behavioral Expectations Defined * Behavioral Expectation Taught * Reward system for appropriate behavior * Clearly defined consequences for problem behavior * Differentiated instruction for behavior * Continuous collection and use of data for decision-making * Universal screening for behavior support
Secondary	<ul style="list-style-type: none"> *Progress monitoring for vulnerable students * System for increasing structure and predictability * System for increasing contingent adult feedback * System for linking academic and behavior performance * System for increasing home/school communication * Collection and use of data for decision-making * Basic-level function-based support
Tertiary	<ul style="list-style-type: none"> *Functional Behavioral Assessment (full, complex) *Team-based comprehensive assessment *Linking of academic and behavior supports *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 contingence reward of desired behavior, and (e) use of negative or safetyconsequences if needed. *Collection and use of data for decision-making

notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

The core elements of SWPBIS 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).

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 Charter School site 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 Charter 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 specialists who work at the Charter School site with the Matrix, can 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. 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. Education Code Sections 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. Education Code Sections 48915(c)(2); 48900(a)(1); 48900(b)
3. Unlawfully selling a controlled substance. Education Code Sections 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Education Code Sections 48900(n)); 48915(c)(4)
5. Possession of an explosive. Education Code Sections 48915(c)(5); 48900(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, 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
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 the pupil's own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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.

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 terroristic 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 their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their 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 9 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 9 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 9 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.

23. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

24. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Expulsion

Offenses for which students must be recommended for expulsion

1. Possessing, selling or furnishing a firearm. Education Code Sections 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. Education Code Sections 48915(c)(2); 48900(a)(1); 48900(b)
3. Unlawfully selling a controlled substance. Education Code Sections 48915(c)(3); 48900(c)
4. Committing or attempting to a sexual assault or committing a sexual battery (as defined in 48900(n)); 48915(c)(4)
5. Possession of an explosive. Education Code Sections 48915(c)(5); 48900(b)

Offenses for which students may be recommended for expulsion

1. Causing serious physical injury to another person, except in self-defense. Education Code Sections 48915(a)(1); 48900(a)(1); also 48900(a)(2)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Education Code Section 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance (except for the first time offense of no more than an ounce of marijuana, and/or over-the-counter and prescribed medication). Education Code Sections 48915(a)(3); 48900(c)
4. Robbery or extortion Education Code Sections 48915(a)(4); 48900(e)
5. Assault or battery upon any school employee. Education Code Sections 48915(a)(5); 48900(a)(1); and 48900(a)(2)

Out-of-School Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and their 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 the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) 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.

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 may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. Student/family can appeal the suspension to the Matrix Co-Executive Director(s).

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.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 9 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

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- Executive 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 Program ("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 Plan and Master Agreement with their instructors via online support including but not limited to: sharing and real time editing through Google Docs, zoom, 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.

Expulsion Procedures

A student may be expelled upon the recommendation of the school's Board appointed Panel and following a hearing before said panel. The Panel 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.

The Co- Executive Director(s) will investigate and gather evidence from witnesses when there is reasonable suspicion of a violation. Except for expulsions for offenses listed under Education Code Section 48915(c), the Co- Executive 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) days after the Principal determines that the Pupil has committed an expellable offense.

The Board's Appointed Panel hears the case, and makes a decision whether to expel. The hearing shall be held in a confidential setting unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness" use prior to and during breaks in testimony.
3. At the discretion of Co- Executive Director(s) conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
- 4 Co- Executive Director(s) conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. Co- Executive Director(s) conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours complaining witness 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 person 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 presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room 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 their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 Board's Appointed Panel 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 Co- Executive Director(s) or Governing Board 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 their testimony heard in a session closed to the public.

The decision of the Board's Appointed Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Board's Appointed Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Co-Executive Director(s) decides not to recommend expulsion, the pupil shall immediately be returned to their educational program at the charter school.

Written Notice to Expel

The Principal or designee following a decision of the Board's Appointed Panel 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 Co- Executive Director(s) to expel, file a written appeal, requesting that the PazLo Education Foundation Governing Board consider to support or overturn the decision.

If appealed, PazLo Education Foundation Governing Board appoints a different Panel to preside over the expulsion appeal, inclusive of **any new evidence**. The newly appointed PazLo Education Foundation Board Panel shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Panel 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 Co- Executive Director(s) votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Co- Executive Director(s) within the prescribed time may not subsequently appeal a decision of the Co- Executive Director(s) to revoke probation and impose the original order of expulsion.

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 their 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.

Element 11: Employee Retirement Systems

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

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

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

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

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 Section 47611.3. Additionally, certificated personnel have the option to contribute voluntarily from their salary to a 403(b) retirement account.

Classified Staff Members

For non-certificated, full-time employees, the Matrix will not participate or contribute to the Public Employees’ Retirement System (“CalPERS”); 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 CalPERS; 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(c)(5)(L)).

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

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

Informing Parents and Students of Public School Attendance Alternatives

No student will be required to attend Matrix. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District’s School Choices brochure.

Element 13: Rights of District Employees

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

Employees of the District 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(c)(5)(N))

General Provisions

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

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

Proposition 39 Disputes

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

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

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

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

Matrix for Success Academy
% Margret Woelke
Executive Director
700 Wilshire Blvd., 4th Floor
Los Angeles, CA 90017

2. A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if

delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5. If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

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

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

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

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

Matrix for Success Academy
% Margret Woelke
Executive Director
700 Wilshire Blvd., 4th Floor
Los Angeles, CA 90017

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or

e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15: Charter School Closure Procedures

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

Revocation of the Charter

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

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

Prior to revocation, and in accordance with Education Code section 47607(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Closure Action

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

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

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

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

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in

violation of statutory requirements.

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

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

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

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

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

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

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

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

Closure Agent: Co-Executive Directors

Additional Provisions

Facilities

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

District-Owned Facilities

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

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

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

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

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms

of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

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

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

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

payment for such services in the use agreement.

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

Non-District-Owned Facilities

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

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

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

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

Insurance

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

Hold Harmless/Indemnification Provision

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

Fiscal Matters

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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