

# APOLLO CHARTER SCHOOL

Revisions highlighted on pgs. 5, 71, 74, 105, 108

# PETITION

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A Partnership between the William S. Hart Union High School District and Apollo Public Schools

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## **ASSURANCES AND AFFIRMATIONS**

As the authorized representatives of the applicant, we hereby certify that the information submitted in this application for a charter for Apollo Charter School, to operate under the oversight of the William S. Hart Union High School District, is true to the best of our knowledge and belief; we certify that this application does not constitute the conversion of a private school to the status of a public charter school; further, we understand that if awarded a charter, the School:

Will meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in noncharter public schools. [Ref. Education Code Section 47605(c)(1)]

Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

Will be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

Will not charge tuition. [Ref. Education Code Section 47605(d)(1)]

Will admit students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students; in which case, each application will be given equal chance of admission through a random lottery process. [Ref. Education Code Section 47605(d)(2)(B)]

Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability, either actual or perceived. [Ref. Education Code Section 47605(d)(1)]

Will not discriminate against any student for association with a person or group with any actual or perceived characteristics as required under CA Educ. Code § 47605(d)(1).

Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.

Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)]

Will ensure that core teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

Will at all times maintain all necessary and appropriate insurance coverage.

Will consult with its parents, legal guardians, and teachers regarding the school's educational programs on a regular basis.

Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

- Apollo Charter School shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- Apollo Charter School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- Apollo Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.

## **INTRODUCTION**

The Mission of Apollo Charter School<sup>1</sup> is to ensure that all students gain the cognitive skills, digital literacy, and global awareness they need to succeed in high school and college, and to become productive citizens in the 21st century world. Apollo Charter School will thrive in partnership with the Hart District and leading blended learning schools to develop an innovative, relevant educational option.

Apollo Charter School takes its name from two figures in history: the Greek and Roman god Apollo, and the Apollo space program. The god Apollo, perhaps the most important of those classical deities, was at once the god of all that enriches life including knowledge, truth, poetry, the sun, and light. The Apollo space program, which has been called the greatest technological achievement in human history, directly led to countless advances in technology and knowledge and continues to inspire generations of people all over the world about what is possible. Apollo Charter School takes inspiration from these two sources and aims to inspire thousands of children as they discover for themselves what is possible in their own lives.

We at Apollo Charter School are working to build learning environments that truly speak to the needs of students in the 21st century. We believe that this is best accomplished through an education that is highly individualized and interdisciplinary. Through collaborative inquiry-based learning, our students will become the producers of knowledge, not simply the recipients. Mixing teacher- and student-directed learning opportunities in a flexible daily schedule, we will tear down barriers between subject areas to create many paths toward skill and knowledge development. We will utilize learning technology in a blended learning model to ensure that the needs of each student are being met.

Our educational model mixes the traditional with the innovative, the human with the technology. While we take our energy from the incredible potential in educational technology, we also believe that a K-12 education should still be about preparing children for democratic living, by growing young people who have a critical mind, a community spirit, a predisposition for regular self-reflection, and a curiosity and hunger for the perspectives of others. In short, the character development of our students is as central to our mission as are our high expectations of academic achievement.

Apollo Charter School has brought together leaders in education from across Los Angeles county, the state of California, and the nation. We bring together passionate people who have made incredible contributions across diverse fields within education. We are excited to work with you to transform the achievement of our most vulnerable youths in the Hart District.

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<sup>1</sup> Throughout the document, the name of the school may also be abbreviated as APL.

## **1. EDUCATIONAL PROGRAM**

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

### **Vision Statement**

The Vision of Apollo Charter School is to guarantee that all students in Santa Clarita receive a rigorous and dynamic education that speaks to their individual needs. Apollo is committed to educating the most vulnerable students in Santa Clarita, including those who are English Learners, have special needs, are first generation college-going, and those who are below-grade level, because all students deserve an education that prepares them for fulfilling and productive lives in the 21st century.

### **Mission Statement**

The Mission of Apollo Charter School is to ensure that all students gain the cognitive skills, digital literacy, and global awareness they need to succeed in high school and college, and to become productive citizens in the 21st century world. As a free, open-enrollment, and college preparatory charter school, we are committed to partnering with schools, families and the community to develop the next generation of American minds.

### **Educational Philosophy: Commitment and Core Values**

Each member of the Founding Team of Apollo Charter School has had a wide range of experiences, both professional and personal, inside and outside of the classroom. These experiences, though varied, have brought us together, bound with a shared philosophy regarding the very purpose of and promise found within education. The following articulates our team's core values.

#### **1. All children are able to excel.**

Too often our one-size-fits-all educational system asks us to judge our young people based on a single metric, measured during a brief moment in time. But in a 21st century world where diverse skills and ideas are needed to solve our biggest issues, we do our future a disservice by failing to develop the unique abilities of each of our citizens. And what's more, a cookie-cutter approach has the danger of silencing the contributions of some of our young people forever, before their potential is ever fully realized. Albert Einstein once said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Apollo Charter School lives by this sentiment. If a child has not been able to exhibit excellence, then we have not yet tapped into that at which the child excels. If a child appears unmotivated to learn, then we have not discovered what motivates that child. If a child acts out, then we are not providing that child with the tools he or she needs to succeed. This unwavering belief is first and foremost, and will guide the work of our team at every level, from teachers to administrators to Board of Directors.

## **2. Education should be relevant.**

As decades of research and experience have shown, engagement is key to high achievement, and students are engaged in their education when that education is clearly purposeful. All young people have dreams for their future, and it is our job as educators to help those young people understand what it takes to achieve that dream, as well as the way in which what they do now in school determines their ability to achieve that dream. Therefore, not only must we make clear that connection between a child's schoolwork and his or her future success, but we must also make sure that there is truly an authentic connection between the two. In other words, the onus is on us to constantly evaluate our curricula, our methods of instruction, and the skills we ask our students to practice, to ensure that the education we offer is relevant to the child's current and future life. Only then can we hope to see high levels of achievement for all of our unique students, no matter their life's path.

## **3. Education should be about character development.**

For literally thousands of years our democratic forefathers have held that, in preparation for democratic living, education must focus not only on the development of knowledge and skills but also the development of character. As our American forefather Benjamin Franklin said, "Nothing is of more importance for the public [well-being] than to form and train up youth in wisdom *and* virtue" (emphasis added). The U.S. Department of Education has defined character education as "a learning process that enables students and adults in a school community to understand, care about, and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy, and informed communities that serve as the foundation of our society."<sup>2</sup> We at Apollo Charter School believe that character education is in fact even more important today than ever. As technology at once brings us together and pulls us apart and as the modern economy moves from the production of goods to the production of ideas, we must ensure that our young people develop the internal compass that will enable them to positively impact their communities and the ever-changing world.

## **4. Students have multiple identities, and each should be fully integrated into the school.**

Each one of us has many identities. They correspond to our gender, the generation to which we belong, our race, socioeconomics, where we live and where we're from, among many other ways by which we identify one another. Unfortunately our identities are sometimes set at odds. Learning best occurs when we feel comfortable and safe, and we only feel truly comfortable and safe in a place where each of our identities is welcomed. Therefore, a school must make clear that every side of their students is valued and that it is not necessary to abandon any of one's self to find success. We believe that this is best done by getting to know our students,

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<sup>2</sup> <http://www2.ed.gov/admins/lead/character/brochure.html>

celebrating diversity, creating opportunities throughout the school day for students and staff to share, and by maintaining an "open door policy" that extends a perpetual invitation for parents, family, and other community members to share in their child's education, in person and otherwise.

**5. When used thoughtfully, educational technology holds incredible potential.**

Technology can add an increased degree of accuracy, precision, and ease to most every corner of our lives. Within education, technology has incredible potential that we are only just beginning to understand. Educational technologies – a term which includes the devices we use to the programs we access in educationally enriching activities – have helped us and will continue to help us redefine the traditional classroom to ensure that students have access to individualized learning opportunities that meet them at their exact skill level. Educational technologies aid educators by allowing instructors to receive immediate feedback from students to detect gaps in understanding. Educational technologies also work to increase student levels of engagement by packaging educational activities in ways that appeal to young people, as well as by creating choice as students gain access to an increased variety of learning opportunities than otherwise possible within a brick-and-mortar school environment. But just as we at Apollo Charter School are inspired by these possibilities, we are also committed to not get blinded by the gleam of the shiny and new, because, as in all areas of our lives, simply adding technology does not necessarily improve quality. We therefore remain mindful of our goals above all else.

**6. Excellent teachers are our most important allies.**

The current public discourse around education is sharply critical of teachers. It has pitted teachers at once against students, reform, and achievement. Members of our Founding Team, all at one time teachers ourselves, are deeply troubled by this war on teachers, because teachers are arguably the most important piece to the puzzle that is improving student achievement. Apollo Charter School begins from a place of deep respect for the work that teachers undertake every day to change the very wiring of the brains of our students. Because teachers are our greatest allies, they are worth investing in. We are dedicated to supporting our teachers within a community of practice, and providing them the tools that they need to improve their craft. We believe that it is vitally important to set our teachers up for success because in so doing we set our students up for success.

These six principles comprise our core educational philosophy that will guide our work.

**Students to Be Served**

Apollo Charter School will serve as a school of choice for families within the William S. Hart Union High School District catchment area. The District offers an excellent education to many of its students, and this excellence is measurable: the District's API score of 838 places it as a leader among its peers throughout California. But, as reported by the District, "This year the Hart District met 32 of its 42 AYP targets, missing in the students with disabilities, socioeconomically disadvantaged, English learners, Black or African American,



and Hispanic or Latino subgroups. Individual schools which missed their AYP targets also did so because of scores for students with disabilities, English learners, Hispanic or socioeconomically disadvantaged subgroups" (press release, 10/11/12).

Apollo will serve those students within the District who may benefit from an alternative education, including students from the subgroups identified above. Initially intended as a middle school, Apollo will open its doors to 150 students in its first year of operation. To meet this enrollment number, Apollo will draw from the over 7,000 7th and 8th grade students already enrolled in the District and those 7th and 8th grade students who live within the District's catchment area but may not be currently enrolled in the District. Over 800 of the 7th and 8th grade students currently enrolled in the District are English Learners, over 650 7th and 8th grade students receive special education services, and nearly 4,000 students District-wide are socioeconomically disadvantaged.

We will work to ensure that all students who graduate from Apollo will enter District high schools ready to excel, graduate, and enroll in college. Apollo will work to decrease the drop-out rate of historically disadvantaged students. Within the District, there is a 5% drop out rate among African American students and a 4.4% drop out rate among Hispanic/Latino students, compared to a drop-out rate of 1.5% for White students. By offering an education that speaks to the individual needs of students, all students, despite background, will achieve academic success.

Apollo will enroll 150 students during the 2013-2014 school year, most likely all 7th grade students. The following year, those 7th grade students will graduate to 8th grade, and a new class of 150 7th grade students will enroll, bringing total enrollment to 300 students. At full capacity Apollo may grow to 450 students, with 225 students per grade.

While the above numbers are projections for expected enrollment, and also used for budgeting purposes, as stated in CA Education Code 47605, in the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. Details on process for admission and lottery process are explained later in Element 8.

### **What It Means to Be an Educated Person in the 21st Century**

To prepare our students so that they may thrive in the 21st century, we believe we must impart certain skills, perspectives, and ways of thinking. We believe an educated person in the 21st century must have the following characteristics.

#### **1. Literate**

UNESCO defines literacy in the following way: "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." This is a more complex definition of "literate" than you might have found 50 years ago. It is

therefore no longer enough for schools to set a goal of "proficiency" with their students – we must work towards graduating active, constructive, and critical literate citizens.

## **2. Skeptical**

In previous ages, very few held power over the many because the few alone were in charge of the flow of information. No longer. In fact, perhaps the most powerful by-products of the Information Age is that the many are able to generate knowledge and access the sources of knowledge they wish to access. But with this access comes the need to weed through excess information. To do this one must be inherently skeptical of everything one encounters. The 21st century citizen must pay attention to certain key aspects of a text, including author's intent, context, and audience, knowing that facts are easily and often manipulated.

## **3. Confident**

To be skeptical one must also be confident. The Merriam-Webster dictionary defines "skepticism" as "the doctrine that true knowledge or knowledge in a particular area is uncertain." To imagine that a given source of information is in some way incomplete or uncertain requires a certain degree of belief in the possibility that you yourself could be a more complete or certain source of information than the alternative. Therefore, to reach one's potential in the Information Age one must believe that you are capable. This requires schools to actively engage in building confident students. Confidence is also important in terms of approaching unfamiliar technologies, as happens almost daily in a 21st century world.

## **4. Collaborative**

Even as technology allows us to retreat into an individually-led life, collaboration is more and more often cited as an essential 21st century skill. As workplaces become increasingly virtual and global, the ability to work strategically with peers to solve both local and global problems is central to college and career readiness in the 21st century. This requires excellent communication skills as one conveys one's ideas to others, an open mind to the ideas of others, and a community spirit. Collaboration is as much a skill as a frame of mind, and should be actively developed by our schools.

## **5. Self-reflective**

Citizens in the 21st century must be problem solvers and think creatively to find solutions to complex and new problems. To do this, one must have a firm understanding of where you are currently in your understanding of a problem and where you need to go from there. The ability to honestly self-reflect is therefore essential in the 21st century.

### **How Learning Best Occurs**

Apollo Charter School believes that learning best occurs when students are engaged. Though a simple statement this is anything but simple. We believe that with the following pieces in place we will build a school with high levels of student engagement and remarkable results.

### **1. High Quality Teachers Supported in a Community of Practice**

Scholars agree that teacher quality is the most important school-based factor determining student achievement (Sawchuck 2011). More debatable are the exact characteristics that define a "high quality" teacher. At Apollo we believe that a high quality teacher must have deep subject-matter knowledge, the ability to differentiate instruction based on student needs, knowledge of students as individuals, and a sensitivity to the cultural and social realities for each student.

We also believe that high quality teachers must have a commitment to professional growth and continued learning, and that it is a school's responsibility to nurture that growth. We believe that just as important as putting the right people in place is building a school environment that truly values its teachers. The teachers of this country are hit hard by media and public opinion, and half of all teachers leave the profession within five years of entering it (National Education Association 2006). This is especially distressing given that research shows that a teacher's effectiveness dramatically increases with each year of experience gained within that first five years (Nye, Konstantopoulo, Hedges 2006). Therefore, we believe that to create a great learning environment for children, we must create a great environment for the most important players in that endeavor: our teachers.

### **2. High Quality School Leader**

A good leader is essential to the success of any organization, not least of which our schools. In fact, there is an empirical link between the quality of the school leader and student achievement (Wallace Foundation 2010). According to a major study undertaken by the University of Minnesota and University of Toronto, school variables, when brought together, can have a transformative effect on student achievement, and the school leader alone is able to truly create the conditions under which these school variables can come together and take root. As the researchers say, school leaders "have the potential to unleash latent capacities in organizations."

### **3. High Expectations for All Students**

Every one of us has experienced the increased motivation we feel as a result of someone else's high expectations for us. Conversely, to borrow Michael Gerson's phrase, the soft bigotry of low expectations can have devastating effects on the expectations that young people have for themselves. When researchers look at the kinds of assignments that students receive from their teachers at schools that serve at-risk communities, they often find coloring assignments over reading and math, for example, and lowered standards when assessing these assignments (The Education Trust). But when more is expected, all students rise to these higher expectations. As the Center for Development and Learning has recounted, "When the chancellor of the New York City schools required all 9th graders to take the Regents math and science exams, many people were worried that failure rates would be astronomical. [But] in one year the number of Latinos in New York City who passed the Regents science exam tripled, and the number of African Americans who passed doubled." Therefore, every member of the Apollo community – from our

teachers to the Board of Directors – must have high expectations for each and every student.

#### **4. A Relevant Education that Engages in Higher-Order Skill Development**

For students to be truly motivated by their education, they must believe that the education offered is truly relevant to their lives and future success. In an increasingly globalized, accessible world, it is no longer enough to offer an education that simply requires students to sit quietly and absorb content related by a teacher. This means that education should show students how theory can be applied in practice, establish relevance to local issues, relate material to everyday applications, and find applications in current newsworthy issues (Kember, Ho, & Hong 2008). To prepare for 21st century careers, all students must engage in a dynamic education that not only ensures mastery of foundational skills but engages in this higher-order skill development. All students must participate in critical thinking and problem solving activities where they are asked to tackle real issues that face our communities. When students understand the why of their education they become engaged and active participants in that education.

#### **5. A Safe Learning Environment**

For students to be fully engaged, they must feel fully safe. In fact, "Research now reports that when children and adolescents feel safe, respected and listened to, their test scores and mastery of content soar to new heights along with their desire to know more. Positive emotion increases motivation and students who feel successful and worthy of what is asked, even if they disagree will invest in school and forge authentic relationships" (Desautels 2011). This is rooted in the neuroscience literature that tells us how we learn best. To fully engage students we must make sure we tell them every day that they are valued and their ideas are worth sharing. This is important to keep in mind as we build school cultures that are conducive for high levels of student achievement.

### **Program Design**

The educational model adopted by Apollo Charter School is built on decades of educational research and the experience of the Founding Team in building successful educational programs for students of all ability levels and backgrounds. Elements of our educational model have been vetted by several partners, including the Gates Foundation, Charter School Growth Fund, The Mind Trust, and the Indiana Department of Education. For the past several years Apollo's Founding Team has engaged in ongoing conversations with these leaders in education, learning from "the best of the best." Through these relationships, the Founding Team has built a unique educational model that borrows from best practices and the lessons learned of others. Our educational model is rooted in the following pillars:

#### **1. Blended Learning for Increased Differentiation and Engagement**

Apollo Charter School has adopted a blending learning educational model. Blended learning is defined as "a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced

active learning possibilities of the online environment, rather than a ratio of delivery modalities" (Dziuban, Hartman and Moskal, 2004). The US Department of Education (Means, Toyama, Murphy, Bakia and Jones, 2010) conducted a major study that examined more than 1,100 empirical studies of blended learning and included only objective measures of learning from studies with controlled designs. This report revealed that the current body of empirical studies demonstrates the overall positive effects of blended and online learning. U.S. Secretary of Education Arne Duncan stated, "This new report reinforces that effective teachers need to incorporate digital content into everyday classes and consider open-source learning management systems, which have proven cost effective in school districts nationwide." Indeed, many of the highest-performing charter schools in the nation employ blended learning models that yield impressive academic results (Innosight Institute, 2011).

The Founding Team of Apollo has implemented blended learning educational models to great success. Under the leadership of Michelle Ciccone, co-founder of Apollo Public Schools, and in partnership with the Gates Foundation, members of the Founding Team implemented two blended learning models in the summer of 2012. Whereas all children typically lose two months of academic skills over their summer vacation, the students who participated in this 5 week summer blended learning model actually gained reading and math skills. For example, the 100 early elementary school-age students who participated at one site gained 4 months growth in math skills and almost 3 months growth in reading skills. The 300 middle school-age students at the second site gained 4 months growth in math skills and experienced no learning loss in reading skills. These latter results are even more significant when compared to the summer 2011 results for this middle school site, which actually saw no growth in either math or reading skills as a result of a non-blended learning summer program. The students at both of these sites hail from at-risk backgrounds, with over 80% qualifying for free or reduced lunch.

The implementation of these two models has garnered many lessons learned to the great benefit of Apollo. These lessons include technology needs, staffing needs, the right balance between classroom instruction and online learning, the proper use of data in both the classroom and the learning lab, and the needed mix of varied online learning programs.

We also found that in addition to the vast skills-based benefits, a blended learning model is also an excellent source of motivation and engagement for students. The educators who participated in both models expressed that computer-based instruction almost "tricked" their students into learning. The 21st century student is at home with technology, and often approach a problem encountered via technology with greater resilience and creativity than a similar problem approached in an academic or even non-academic setting. Computer-based learning opportunities tend to draw on a wider array of student strengths and reach deep places within the mind and heart of a student that otherwise may go unexplored in the traditional classroom.

At Apollo, students will take full advantage of various diverse computer-based learning opportunities, including rigorous learning software and platforms for communications, and will spend up to 50% of their school day in truly differentiated, computer-based learning. Students will work on content that is precisely calibrated to their skill levels, whether that be above-, below-, or at grade level. Through the use of computer-based learning, students will practice both foundational and higher-order thinking skills.

## **2. Interdisciplinary Learning and Instruction**

The flexibility inherent in blended learning models also helps teachers maximize the common learning time shared by students in the teacher-led classroom. At Apollo, this flexibility will allow teachers to create interdisciplinary learning environments for students.

The benefits of interdisciplinary learning and instruction are deep and far-reaching. When teachers bring learning together across different subjects, students are asked to decontextualize skills and knowledge and put this learning to use. In this way, for example, reading science articles helps to reinforce reading comprehension skills in an authentic setting.

Several studies in the past decade have added to the growing research base that sees interdisciplinary learning as key to student success, particularly those students who may be below grade level. For example, a 2011 study carried out by Romance and Vitale found that integrating reading instruction into all subjects, particularly science, positively impacted the reading comprehension skills of students in a diverse, urban school. Additionally, a 2003 study conducted by Mertens and Flowers found that when teachers engage in common planning time that emphasizes interdisciplinary lesson planning, student achievement, particularly in once under-achieving high poverty middle schools, rose significantly as measured by standardized assessments. Additional qualitative findings show that interdisciplinary instruction increases general student understanding for why his or her schooling is important, thereby increasing student engagement.

Interdisciplinary learning and instruction allows for cross-pollination of skills and knowledge. Just as we do not and indeed cannot assume that all students have the literacy and problem solving skills to understand math problems or to conduct science experiments, we need to fully leverage the opportunity for science to reinforce math skills, for math to reinforce science skills, for English to reinforce math skills, and so forth.

At Apollo, we have purposefully designed the school day to ensure that learning is sustained, continuous, and inherently interdisciplinary. The boundaries imposed around fields of study are minimized. "Science class" is not a discreet 45 or 90 minute block, followed by a discreet "social studies class." When the barriers between subjects are reduced, it is not hard for a student to imagine that a skill or

concept introduced in science might relate to what is being required in math, as is certainly the case. This is particularly important when working with students who may come to us low skilled, as it then becomes even more important to capitalize on all prior knowledge to build a foundation of skills and knowledge. In fact, a more flexible school day schedule will allow the student to practice building connections between subject matter and contexts, a muscle that must be trained and exercised.

The flexibility afforded by a dynamic blended learning model increases our ability to create interdisciplinary learning environments for students. Effective computer learning programs, when coupled with effective teaching and planning, create an environment for essential skill-pollination to happen. Apollo teachers work in teams across disciplines to build a school-wide curriculum that is inherently interconnected and interdisciplinary. Students engage in a thoughtful, planned, and individualized learning road map, mapped out by their teachers but informed by their individual needs. This will be discussed in more depth below.

### **3. Character Education**

We know that you cannot truly move the dial on academic achievement if you do not also speak to the character and ethical development of each student. In fact, "Recent findings show that effective character education supports and enhances the academic goals of schools: good character education promotes learning" (Berkowitz & Bier 2006).

Within the field of character education there are multiple definitions of "character." At Apollo, we take our definition from the character, skills, and habits of thought that we believe necessary for a 21st century world. These include communicating, empathizing, problem-solving, assenting and dissenting, decision-making, and personal consistency (Casteel and Stahl, 1975). To be productive, positive, and safe citizens in a globalized and digital world, young people must learn how to communicate effectively and respectfully, that it is OK to have dissenting opinions with others, and that personal responsibility extends to all of our actions. These same principles were true centuries ago but they have taken on new meaning in our current context.

But these pillars of character education are not inherent; rather, schools must actively engage in helping students develop these skills and habits of thought. For this reason, each and every subject taught at Apollo – from math to ELA to Mandarin Chinese to music – will fully integrate issues of character development into its curriculum. We will work with World Savvy, a leader in this field, to develop opportunities within each subject to incorporate lessons that focus on character development. Additionally, common planning time for teachers will ensure that teaching teams are aligned in their commitment to and strategy for incorporating character development into each subject. Finally, professional development opportunities for teachers will focus on issues of character development education. Because character development is as much a frame of mind than a set of discreet skills that be taught to students, periodically teachers must be reengaged in the

mission to grow productive and healthy 21st century global citizens.

#### **4. Inquiry-Based Learning for the 21st Century**

The reality that school is preparing young people to enter is very different from even a generation before. "Today's students will enter a job market that values skills and abilities far different from the traditional workplace talents that so ably served their parents and grandparents. They must be able to crisply collect, synthesize, and analyze information, then conduct targeted research and work with others to employ that newfound knowledge. In essence, students must learn how to learn, while responding to endlessly changing technologies and social, economic, and global conditions" (Barron & Darling-Hammond 2011). In other words, students learn more deeply and effectively if they have engaged in activities that require applying knowledge and skills learned in a classroom to real-world problems.

The importance of inquiry-based learning for the 21st century student is integrated into the Apollo model. Each day students will collaborate with peers, working in small groups to think creatively to bring their learning together and apply their newly-gotten skills and knowledge to "real world" situations. In this way, students become the generators of knowledge, not just the recipients.

Through this opportunity, students are able to put into practice 21st century skills, including the hard skills and the attitudes that are necessary for 21st century citizenship. By actively solving real problems with peers, Apollo students become entrepreneurs. They become active in their education, thereby taking control and responsibility for their learning. To do this, they must be supported by teachers who believe in their ability to take such an active role in their own learning. Therefore, the integration of inquiry-based learning into the Apollo educational model has not only curricular implications but also personnel implications. Apollo teachers are just as creative and entrepreneurial as the students we teach.

#### **Description of the Educational Program**

The educational program developed by Apollo Charter School mixes the traditional with the innovative, the human with the technology, to create thoughtful and flexible individualized learning plans for our students. To maximize flexibility, we have adopted a blended learning model. Each day each student will rotate through a schedule that mixes several learning environments, including:

- Classroom instruction with their academic and non-academic teachers,
- Time spent on a computer with award-winning adaptive learning programs,
- With peers in a small group working collaboratively in inquiry-based learning, and
- Individual work time to read, write, research, or perform other tasks for core subjects.

Teachers, administrators, and students work together to ensure that the way in which the school day is constructed for a student is based on the needs of that student. This process of constructing a learning plan for each student puts the student and the student's needs in



charge of his or her own learning. Guided by excellent teachers and their expertise in what children need to succeed, both teacher and student take ownership of the student's success by mixing teacher- and student-directed learning opportunities. No longer are our students merely the recipients of knowledge – they are the constructors of knowledge.

Elements of our educational model have been vetted by leaders within education, including the Charter School Growth Fund, the Gates Foundation, The Mind Trust, and the Indiana Department of Education. Rooted in research and best practices, the core elements of our model are detailed below.

Time	Period
8 am	Day Begins
8-8:35am	Period 1
8:40-9:15am	Period 2
9:20-9:55am	Period 3
10-10:35am	Period 4
10:40-11:15am	Period 5
11:20-11:55am	Period 6
12-12:35pm	Period 7
12:40-1:15pm	Period 8
1:20-1:55pm	Period 9
2-2:35pm	Period 10
2:40-3:15pm	Period 11
3:20-3:55pm	Period 12
4pm	Dismissal

### Schedule

The daily schedule at Apollo Public Schools has been constructed to allow for a student's education to be as individualized as possible. The figure to the left illustrates the basic daily schedule.

The school day runs from 8am until 4pm. This 8 hour, extended day is made up of twelve 35 minute periods. There are an additional five minutes on either side of each period to allow for set up, break down, and transition. Excluding the period reserved for lunch (which is offered during several periods to accommodate individualized schedules), students will have at least 395 minutes, over six and a half hours, of learning each day.

The eleven periods available for learning would fall under one of the following categories:

1. Classroom instruction with academic teachers,
2. Computer-based learning,
3. Small group inquiry-based learning,
4. Individual work time, or
5. Music and Mandarin Chinese.

Each day each student will see two to three academic teachers during classroom instruction, depending on the day and his or her schedule. These learning stations are 75 minutes in length, with two 35 minute periods merged plus the five minutes allotted for transition. In all, students will spend up to 225 minutes, or 3 hours and 45 minutes, with a certified, academic teacher each day. This leaves five periods, or 175 minutes (close to three hours), for learning time spent in learning that is enriching, largely student-directed, and well-rounded.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Math Class (75 minutes)	Mandarin Inquiry-based Learning	Math Adaptive Online Learning	Math Class (75 minutes)	ELA Adaptive Online/Social Studies Inquiry-based Learning
Period 2					
Period 3	Math Adaptive Online Learning	Math Adaptive Online Learning	ELA Class (75 minutes)	ELA Adaptive Online Learning	Social Studies Inquiry-based Learning
Period 4	Silent Sustained Reading	ELA Class (75 minutes)			
Period 5	ELA Adaptive Online Learning			Mandarin Inquiry-based Learning	Mandarin Class (75 minutes)
Period 6		LUNCH	LUNCH		
Period 7	LUNCH	Mandarin Adaptive Online Learning	Social Studies Class (75 minutes)	LUNCH	
Period 8	Mandarin Inquiry-based Learning	ELA Adaptive Online Learning			Math Inquiry-based Learning
Period 9	Music Class (75 minutes)	Math Class (75 minutes)	ELA Adaptive Online Learning	Math Adaptive Online Learning	Math Class (75 minutes)
Period 10					
Period 11	ELA Class (75 minutes)	Science Class (75 minutes)	Online Adaptive Learning	ELA Class (75 minutes)	Science Class (75 minutes)
Period 12					

It is important to note that the above schedule is an example of what a particular student's week may look like. The exact sequencing of learning opportunities is determined by both teachers and students based on the needs of that student. Of course, those needs may change day to day or week to week and from experience we know that they do, so we believe strongly in ongoing flexibility in determining a student's schedule week to week.

### **Multiple Learning Environments Allowing for Multiple Learning Opportunities**

A student's school day will occur across two environments: classroom instruction and Flexible Learning and Enrichment Experiences, or FLEX. As will be described below, within FLEX there are three possible learning environments.

#### **1. Classroom Instruction with Academic and Non-Academic Teachers**

Each day, students will spend up to three and a half hours in classroom instruction. In this learning environment, the student to teacher ratio is 25 to 1. These 75 minute periods will be structured by the classroom teacher, and may include whole group instruction, partner work, group work, or individual work.

Students will meet with their math and ELA teachers four times per week (occasionally three times in a week, depending on the schedule for that week), and meet with their science and social studies teachers two times per week. This science and social studies instruction will be supplemented by non-classroom FLEX learning, described below. This dosage for science and social studies meets the recommended time allotment for the state of California.

As a result of our educational model, the classroom teacher is in many ways freed from the constraints of the traditional classroom. Whereas a classroom teacher in a traditional classroom only has access to their students' time and attention during those minutes that they are physically in the teacher's classroom, with our model the classroom teacher is able to utilize small group learning time and individual work time scheduled at other points of the school day. In addition, in our model the classroom teacher knows that his or her students will be practicing foundational skills during their time in individualized learning on a computer. With this in mind our classroom teachers are able to focus on the higher order cognitive skills associated with subject-area knowledge and key skills, making room for the curricular and instructional creativity that excellent teachers crave.

Class lists will not be dictated by ability groupings (i.e. Level 1, Level 2, Accelerated, etc). The initial class list that a teacher receives will be fixed and random, and this will serve as the "home" class for the students. But as teachers get to know their students and each of their strengths and areas for improvement, teachers and administrators will have more flexibility and autonomy in class composition, even from day to day, depending on the skill-level and interests of each student. For example, the science teacher can hold a science class alternative for those students who elect to not participate in an animal dissection, or for those students who need more front loading in background knowledge on the medieval era the history teacher can hold a special viewing of a period movie, complete with annotated

commentary from the teacher.

In addition to core subjects, students will also meet once or twice a week with a Mandarin teacher and once or twice a week with a music teacher (frequency dependent on a student's daily and weekly schedule). These non-core academic, enrichment experiences are essential to an Apollo education that speaks to the whole child.

## **2. FLEX**

When students are not in classroom instruction with academic or non-academic teachers, students will have access to three learning environments within one cohesive environment that we've termed FLEX. Each student will have up to five periods of FLEX each day, which equals 175 minutes or nearly three hours. The exact content that is covered during FLEX and in which learning environment the content will be delivered will be determined by the needs of the student and the guidance of the teacher. For example, if a student is "diagnosed" with needing additional help with a certain skill, that student's teachers can "prescribe" daily work on that skill during the student's FLEX.

All three environments included in the FLEX period will take place in the Learning Lab, which will house up to 75 students, 65 computers, and room for up to 10 students to work collaboratively in small groups or in individual work. The Learning Lab will be staffed by a rotating roster of the science teacher, social studies teacher, Mandarin Chinese teacher, music teacher, school counselor, and school principal.

The three learning opportunities are detailed below.

### **a. Computer-Based Learning**

Students will have access to several computer-based adaptive learning programs that are specifically designed for particular needs. By using a particular program in a particular way, students who are below grade level will have the opportunity to practice foundational skills at his or her own pace, students who are above grade level will have the opportunity to access more advanced content, and students who just need extra practice will have that opportunity.

In addition to adaptive programming, classroom teachers will be able to assign internet research during this time, or require weekly blog posts that are completed during this time, or essay composition on the computer, or use of Excel to practice important skills with Excel. In other words, based on the needs of the student, teachers are able to prescribe any number of combinations of activities on the computer.

To select the computer-based learning software needed to meet the needs of diverse students, we have used a set of research- and practice-based factors.

These are factors recommended by the Charter School Growth Fund, who is a national leader in blended learning and works with some of the best charter schools in the nation. Below you will find the key factors by which we identified our online curricula, including:

- Adaptability: the extent to which software addresses special needs student populations.
- Matching Content: the extent to which software is aligned with overall learning goals.
- Addressability: the extent to which software can target specific standards.
- Rigor of Content: the extent to which software addresses varying levels of learning needs and promotes deeper understanding of standards.
- Engagement: the extent to which software uses age-appropriate and multi-sensory materials to engage students.

**b. Inquiry-based Learning in Collaborative Groups**

Classroom teachers are able to assign ongoing projects that students work on in collaborative groups. These projects are related to content and skills that are covered during classroom instruction, and are integrated into classroom instruction. What's more, projects will be used to integrate across academic classes, so that the science teacher and social studies teacher can collaborate to assign a project that explores the ethical implications of stem cell research, for example. This breaks down the barriers between subject areas that do not exist in the real world, and brings together all that students are working on across the school day. And importantly, as a result of inquiry-based learning opportunities, students become the producers of knowledge, not just the recipients.

The amount of time each student spends in inquiry-based learning opportunities per day or per week will be driven by curricular concerns and also behavioral concerns. Though everyone deserves to be creators of knowledge, we recognize that collaborative and to a large extent student-driven group work requires skills that some students may need more practice with than others.

**c. Silent Sustained Reading and Writing**

Finally, during FLEX students will be able to work on individual work, which might include silent reading, assigned individual non-homework from academic classes, or writing that does not require a computer. For example, a teacher may prescribe 35 minutes of silent reading daily for a particular student who would benefit from silent and sustained reading practice. Additionally, a teacher may ask that a particularly strong student work one-on-one with a student who could use some extra help in a particular subject or skill, benefitting both the student-tutor who will strengthen

understanding by teaching others and also the student-learner, who will benefit from receiving content from a peer.

### **Development of Individualized Learning Schedules for Each Student**

To achieve the true flexibility that our model allows for requires much coordination and communication. Specifically, we will be aided by two components: weekly faculty planning meetings and a schedule-making technological tool. Teachers will take the lead in the development of each student's schedule, but will take several perspectives into consideration, including the student's abilities, the student's learning style, the interests of the student, and the needs of each academic class.

#### **1. Weekly faculty planning meetings**

Each Wednesday afternoon beginning at 2pm (or Period 10), each teaching team of core academic teachers (which includes the ELA, math, social studies, and science teachers) will gather for a weekly planning meeting. During this time, academic teachers will share what their particular instructional and curricular focus will be for the coming week and brainstorm ways to integrate instruction across core subjects. In addition, teaching teams will take this time to discuss the needs of particular students. Teachers will have the opportunity to share observations about particular students, share best practices, and determine an individualized learning plan for that student.

#### **2. Schedule-making technological tool**

We will enlist the help of Education Elements to develop a scheduling tool that will easily organize the daily and weekly schedules for a majority of all students. These tools, termed Learning Management Systems, allow teachers to set certain factors that, when selected, will automate certain scheduling givens. One such tool includes Brain Honey. We are still vetting available options and, based on the tool we select, still determining a simple process for students to access their individualized learning plan for that day and week.

### **The School Day from the Perspective of a Teacher**

Each academic teacher will be responsible for the learning of 150 students. Each academic teacher will see six classes of 25 students. Each cohort of 150 students will be taught by one ELA teacher, one math teacher, one social studies teacher, and one science teacher. These four core teachers will make up a teaching team. The school day and week will look different for different subject teachers. The ELA and math teacher will share a similar schedule and the social studies and science teacher will share a similar schedule. Additionally, the Mandarin Chinese and music teacher will share a similar schedule. This is shared in more detail below.

#### **1. ELA and Math Teachers**

The ELA and math teachers will meet with four classes per day. In addition to lunch, each teacher will have three periods, or 105 minutes (close to two hours) of planning time per day. An example of an ELA and math teacher's weekly schedule is included below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Math Class 1	Planning	Math Class 3	Math Class 1	Planning
Period 2		Math Class 5			
Period 3	Math Class 2		Math Class 6	Math Class 4	Planning
Period 4					
Period 5	Planning	LUNCH BREAK	Math Class 5	Math Class 2	Planning
Period 6					Math Class 6
Period 7	LUNCH BREAK	Planning	Math Class 6	LUNCH BREAK	Math Class 6
Period 8	Planning			LUNCH BREAK	
Period 9	Math Class 3	Math Class 1	LUNCH BREAK	Math Class 3	Math Class 1
Period 10			Common Planning Time		
Period 11	Math Class 4	Math Class 2		Math Class 2	
Period 12				Planning	

## 2. Social Studies and Science Teachers

Social studies and science teachers will also see six classes of 25 students each, but they will teach two to three classes per day (as compared to the four classes taught per day by the ELA and math teachers). Social studies and math teachers will have 75 minutes of planning time each day, and for the remainder of their day will serve as Tutors in the Learning Lab. During this time, they will serve as monitors to ensure that students remain on task, but also as tutors to ensure that FLEX inquiry-based collaborative group work is productive and effective. Students will have the opportunity to ask content-specific questions of these teachers at this time, serving almost as "office hours" for these teachers. A sample schedule is included below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Science Class 1	Learning Lab	Science Class 6	Science Class 2	Planning
Period 2		Science Class 4			
Period 3	Science Class 2		Science Class 4	Learning Lab	Science Class 3
Period 4		Planning			
Period 5	LUNCH BREAK		Planning	Science Class 4	Learning Lab
Period 6		Learning Lab			
Period 7	Science Class 3		Learning Lab	Learning Lab	Learning Lab
Period 8		Learning Lab			
Period 9	Science Class 3		Lab Monitor	Common Planning Time	Learning Lab
Period 10		Learning Lab			
Period 11	Learning Lab		Lab Monitor	Common Planning Time	Learning Lab
Period 12		Learning Lab			

### 3. Mandarin Chinese and Music Teachers

The Mandarin Chinese and music teacher will also see six classes of 25 students each, but they will teach two classes per day (as compared to the four classes taught per day by the ELA and math teachers, and the two to three classes taught by science and social studies teachers). The Mandarin Chinese and music teachers will have 75 minutes of planning time each day, and for the remainder of their day will serve as Tutors in the Learning Lab. During this time, they will serve as monitors to ensure that students remain on task, but also as tutors to ensure that FLEX inquiry-based collaborative group work is productive and effective. As the school grows in size, the Mandarin Chinese and music teachers will be responsible for more students, reducing the amount of time they serve as Tutors in the Learning Lab. A sample schedule is included below.



	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Planning
Period 2					
Period 3	Music Class 1	Music Class 3		Planning	Learning Lab
Period 4					
Period 5	Planning	Learning Lab	Music Class 5	Learning Lab	
Period 6		LUNCH BREAK			
Period 7	LUNCH BREAK	Planning		Music Class 6	
Period 8	Learning Lab				
Period 9	Music Class 2	Learning Lab	LUNCH BREAK	Music Class 3	
Period 10					
Period 11	Music Class 2	Music Class 4	Learning Lab	Music Class 2	Music Class 4
Period 12					

### **Curriculum and Instructional Design**

The curricula and instructional approaches adopted by Apollo Public Schools has been selected because they are research-based, rigorous, and align with California state standards as well as the Common Core State Standards. In addition, to ensure that we serve the needs of our 21st century students, we have adopted the International Society for Technology in Education (ISTE) standards for students:

1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration:** Students 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.
3. **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

4. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to Apollo Public Schools and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

Guided by these rigorous standards, we will ensure that all Apollo students receive a world-class education.

### **Description of Curriculum Utilized**

Apollo Charter School will utilize industry-leading research-based curricula that engage students in challenging learning activities. The following curricula and instructional practices have been selected because they are rigorous, rooted in the best research within their field, and because they are aligned with not only California state standards but also the Common Core State Standards. As with everything that we do, we begin with the end goal and backwards map from there. Because our ultimate goal is to grow critical, curious, and competent citizens of the 21st century, our curricula and instructional design have been selected and adopted because research and experience has shown that they lead to these desired outcomes.

#### **1. English Language Arts**

The goal of ELA instruction at Apollo Public Schools is to create lifelong readers that are able to not only fluently read and understand the written word but comprehend information that is presented in academic and everyday life. The literacy pedagogical philosophy we have adopted is structured to help students gain skills in all domains of language development, including reading, writing, and speaking.

A 2007 report released by the Florida Center for Reading Research states that reading proficiency at the middle school level can be defined as the ability to understand and learn from grade-level text. Embedded within this complex skill are the following subskills:

- The ability to read text accurately and fluently,
- Enough background knowledge and vocabulary to make sense of the content,
- Knowledge and skill in using reading strategies that improve understanding or repair it when it breaks down,
- The ability to think and reason about the information and concepts in the text, and
- Motivation to understand and learn from text.

We believe that an English Language Arts education must train students to be critical readers of the texts (defined as any cultural artifact encountered in and out of school) and so we have adopted the pedagogical philosophy of critical literacy. "Critical literacy" can be defined as the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships (Coffey, K-12 Teaching and Learning webpage from UNC-Chapel Hill School of Education). A critical literacy stance has roots in the teachings of Paolo Freire and other major voices and has inspired generations of students to assume the position of power over information that has been previously reserved for only a select advantaged segment of a population. This pedagogical approach is so central to the overarching mission of Apollo Public Schools that, in fact, critical literacy is interwoven in every subject we offer.

We will use Elements of Language as our classroom curriculum. This research-based curriculum distributed by Houghton Mifflin Harcourt develops student literacy skills and provides tools for effective writing instruction, solid grammar instruction, clear instructional design, and ongoing assessment. Curriculum materials are differentiated and include tools that help teachers focus the intervention strategies they should employ for each student. This product offers flexibility in presenting, instructing, and reinforcing language skills for all learners through Chapter Planning Guides for different levels, Developmental Language Skills, and Teaching Strategies for English Learners. Embedded within the curriculum are multiple opportunities to test students' knowledge through informational reading selections, diagnostic previews, and much more. Finally, online materials provide extended learning opportunities for students, as well as real-time data for teachers to analyze.

The focus of the ELA course for each grade served is detailed below:

**a. 7th Grade**

This course will focus on points of view. Students will focus on the reading and comprehension of informational texts, and will be able to identify an author's point of view within a text and assess the adequacy and efficacy of an author's argument and evidence. When working with literary response and analysis, students will be able to assess character's motivations, how they are the same or different from the author's motivations, and describe how the plot and structure of the text either undermine or support these motivations. Students will continue to gain control of their audience in their own writing, focusing on form and the relationship between form and the audience's reading. Students will compose essays of various genres, including autobiography, fiction, literary analysis, research reports, persuasive writing, and summaries. Students will also perform various oral reports.

**b. 8th Grade**

This course will focus on comparative analysis between and among texts, and honing critiquing skills. Students will conduct comparative analysis within the context of time, place, genre, form, and intent. Students will examine texts written about texts, and determine the derivative's accuracy and intent. Students will continue to examine the relationship between form and meaning for both fiction and nonfiction. Students will continue to fine tune their authorial voice in their own writing, and will also turn to career-related and technical documents. Students will deliver increasingly complex and effective oral presentations.

## **2. Mathematics**

We have three goals for how our math program will serve all students:

- Ensure that all students master basic foundational math skills so that they are prepared to take on the challenges of higher order math,
- Ensure that all students are prepared for high school math courses, from Algebra to Geometry to Calculus, and
- Ensure students understand how math is important to everyday life.

To meet our goals, we have the following objectives, which reflect our commitment to the vision articulated in the National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics*:

- All of our students will have access to high-quality, engaging mathematics instruction,
- We will have ambitious expectations for all, with support for those who need it,
- Our curriculum will be mathematically rich, offering students opportunities to learn important mathematical concepts and procedures with understanding,
- Our curriculum will link mathematical ideas through the grades and builds so that students' understanding and knowledge deepens and their ability to apply mathematics expands,
- Our curriculum will challenge students to learn increasingly more sophisticated mathematical ideas as they move through the middle school years,
- Our curriculum will require students to communicate their mathematical reasoning and justify their conclusions orally and in writing, and
- Our teachers will be knowledgeable about the mathematics they teach, have adequate resources to support their work, and will continually grow as professionals.

The math pedagogical philosophy adopted by Apollo Charter School will engage students in math by creating multiple points of entry into the subject so that students are actively constructing their knowledge of mathematical concepts while becoming proficient at performing math.

To reach these ambitious goals, Apollo will implement the Singapore Math curriculum, a research-based curriculum used by schools/students in Singapore. The high quality of Singapore Math is evident by the incredible success students have when working with the program, and the influence the Singapore Math program has had on math instruction throughout the country and the world. The Singapore Math program distributed by Houghton Mifflin Harcourt is the math curriculum used by students in Singapore, a country whose fourth and eighth grade students have consistently ranked number 1 in mathematics achievement as measured by the TIMSS (Trends in International Mathematics and Science Study) assessment. Singapore math education is recognized around the world as the standard-bearer for how to prepare high achieving math students. In fact, a 2005 American Institute of Research (AIR) comparison found that Singapore's curriculum builds deep understanding of mathematical concepts. Closer to home, it has been found that Singapore Math emphasizes the essential skills recommended by the National Council of Teachers of Mathematics (NCTM), and the Common Core State Standards have been modeled after the Singapore Math framework.

Curriculum materials are intrinsically differentiated and include tools that help teachers focus the intervention strategies they should employ for each scholar. The curriculum uses an approach to understanding that moves from the concrete to pictorial representation to abstract understanding.

Singapore Math encourages the active thinking process, communication of mathematical ideas, and the development of problem solving skills. The curriculum develops the foundation students will need for more advanced mathematics. Curriculum materials include online materials for extended learning opportunities and materials for ELL students.

Rooted in evidence and the success of other educational models that serve similar student populations as Apollo Public Schools, our teachers will engage students in:

- Math Skills Development: Lessons and exercises will focus on building students' proficiency with number sense, measurement, geometry, algebraic thinking, operations, data analysis and computation.
- Problem Solving and Brief Constructed Responses: These activities will help students develop their analytical and critical thinking skills, with emphasis on mental math and the model drawing approach.
- Games and Manipulatives: Games and manipulatives (i.e. rulers, calculators, counters, and a range of other hands-on-materials) will enable teachers to present mathematical concepts to children orally, visually and kinesthetically. This will allow students to benefit from deep and sustained interactions with key ideas in math and will help make math more fun and accessible for children.

The focus of the math course for each grade served is detailed below (taken from the California Math Content Standards):

**a. 7th grade**

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

**b. 8th Grade**

All students will gain exposure to topics in algebra, geometry, and probability and statistics. Dependent on the student's skill level, he or she will either attend a pre-algebra course, an algebra course, or an advanced foundations math course. By grade eight, students' mathematical sensitivity should be sharpened. Students need to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions. As students progress in the study of mathematics, they learn to distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning.

**3. Social Studies**

We have adopted the goal set forth by the National Council of the Social Studies: the social studies curriculum is an integration of experience and knowledge about human endeavors and human relations designed to foster informed and ethical participation in society. In many ways social studies is the heart of Apollo Public Schools.

Apollo will work with World Savvy to build a unique, diverse, and critically-minded social studies curriculum. World Savvy has decades of experience building curricula for schools who have specific goals for their social studies course. Apollo will work with World Savvy to ensure that our students are prepared for a diverse and complicated 21st century world. We expect to have completed curriculum development by May 2013.

The social studies curriculum we will build will be centered around four motifs as suggested by the National Council of the Social Studies, and the following section is pulled from their 1991 position paper:

- a. **Concern with self: Development of self-esteem and a strong sense of identity** The personal concerns of middle school students are so powerful that teachers must strongly consider them if meaningful instruction is to occur. The teacher and the curriculum can address the concerns related to self-esteem, physical growth and change, and relations with peers, and other developmental qualities within the context of history, culture, the humanities, and parts of the social studies program.

Appropriate teaching strategies include: Use of interest inventories, journals, independent research, student diaries and letters, biographies, performances and presentations, and portfolios.

Anticipated student outcomes include:

- Acquisition of appropriate skills and attitudes to be a lifelong learner;
- Ability to communicate effectively;
- Competence in conducting activities necessary for research, critical thinking, and problem solving;
- Ability to recognize and capitalize upon the relationships between school subjects, as well as integrate experiences with academic knowledge; and
- Awareness and use of primary sources.

- b. **Concern for right and wrong: Development of ethics**

Ethics has undoubtedly become a major concern in our nation today. Business and government have been tarnished especially by lapses in ethical behavior. Meanwhile, in this environment, young adolescents are forming the personal standards, values, and beliefs that will guide their decisions and actions for life, and thus influence our society. The middle school is the last best place to provide a strong sense of right and wrong to guide students toward problem solving and decision making that integrates the highest ethical standards.

Appropriate teaching strategies include: Use of role playing, simulations, interviews, mock trials, case studies, opportunities for class governance, debates, discussion of controversial issues, and prejudice reduction activities.

Anticipated student outcomes include:

- Commitment to democratic values and ethical standards; and
- Ability to think critically and to analyze one's own thoughts and actions.

**c. Concern for others: Development of group and other-centeredness**

Students learn to become responsible members of society through interactions with others. Concern for the oppressed and unfortunate is natural at this age and with nurturing can lead to a commitment of service to society. Among the most effective methods for promoting the skills and values associated with democratic citizenship is service to the school and community. Students who learn social studies content through such experiences are able to interact with people of diverse backgrounds and achieve a broad understanding of society.

Appropriate teaching strategies include: School or community service, oral histories, group projects and presentations, peer tutoring, surveys and polls, media productions, cooperative learning, small group discussions.

Anticipated student outcomes include:

- Ability to function effectively as a member of a variety of political, economic, and social groups such as the family, marketplace, and the community;
- A sense of efficacy in analyzing and participating in contemporary affairs, public policy matters, and global issues; and
- Understanding of the significance of the past to one's own life and to current social issues.

**d. Concern for the world: Development of a global perspective**

A global perspective includes the knowledge and attitudes that reflect an awareness of the pluralistic, interdependent, and changing nature of the world community. Middle level learners are developing a broad world view and the schools must engage them in examining the content and context of persisting global issues, the elements of human values and cultures, global systems, and global history.

Appropriate teaching strategies include: Guest speakers representing other lands, exchange programs, international pen pals, cultural programs with foreign language classes, classroom museums, culture kits, international festivals, international service projects, community-in-the-world projects, development and use of data bases, use of interactive video, computer simulations.

Anticipated student outcomes include:

- Respect for cultural diversity, knowledge of diverse cultures, and intercultural competencies;
- Understanding of and appreciation for the delicate relationship between humans and the natural world; and
- Knowledge of temporal and spatial relationships and of the world as a dynamic system.



One or more of the motifs be incorporated in each instructional unit or series of lessons or activities so that student concerns with self, ethics, others, and the world are addressed.

The focus of the social studies course for each grade served is detailed below (taken from the California Math Content Standards):

**a. 7th Grade**

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

**b. 8th Grade**

United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**4. Science**

The goal of science instruction at Apollo Charter School is to engage students in the habits of thinking necessary for scientific inquiry and to introduce students to all of the different corners within the field of science. The science pedagogical philosophy of Apollo will introduce students to the tenets of scientific literacy, which include the ability to:

- Find or determine answers to questions derived from everyday experiences,
- Describe, explain, and predict natural phenomena,
- Understand articles about science,
- Engage in non-technical conversation about the validity of conclusions,
- Identify scientific issues underlying national and local decisions, and
- Pose explanations based on evidence derived from one's own work.

Apollo will adopt the Full Option Science System (FOSS) curriculum, which has been developed with the philosophy that students learn science best by doing science. The FOSS curriculum has been developed by the industry-leading Lawrence Hall of Science (LHS) at the University of California-Berkeley. LHS has teamed up with other leaders in scientific discovery, including NASA, to develop various programmatic components of FOSS. A 1996 study found that the Stanford Achievement Test (SAT) science test results of third and fifth grade students using the FOSS program outperformed students who were not using the FOSS program in science. Further, FOSS students also achieved higher scores in reading comprehension, mathematics computation, and mathematics applications. What's more, multiple studies (Allard, and Robardy, 1991; Choo, 1993; Eckelmeyer, 1998) have found that students and teachers who use FOSS express significantly more positive attitudes towards science education and more confidence in their scientific abilities.

Materials include detailed lesson plans for teachers to follow, complete unit kits that contain all supplies needed, and other important materials such as embedded assessments, communications with parents, scholar materials in Spanish, and professional development for teachers. The FOSS curriculum is carefully crafted to guarantee that the cognitive demands placed on students are appropriate for their cognitive abilities. In addition, the curriculum includes integrated literacy practice: students first explore science concepts through hands-on investigations, and then extend and reinforce their classroom discoveries and vocabulary with FOSS Science Stories. All of the curricula detailed above align with California state standards and Common Core Standards.

The focus of the science course for each grade served is detailed below:

**a. 7th Grade**

Students will focus on life sciences, and explore topics in cell biology, genetics, evolution, Earth and life history, structure and function in living systems, and physical principles in living systems. Students will also focus on their investigation and experimentation skills.

**b. 8th Grade**

Students will focus on the physical sciences, and explore topics in motion, forces, structure of matter, Earth in the solar system, reactions, chemistry of

living systems, the periodic table, and buoyancy and density. Students will continue to hone their investigation and experimentation skills.

## **5. Mandarin Chinese**

The Mandarin Chinese course offered by Apollo Charter School is designed to provide basic communicative skills in Mandarin Chinese and to explore the culture and history of native Mandarin Chinese speakers. Students are required to develop a basic mastery of the four language skills: speaking, listening, reading, and writing. Students will learn Hanyu pinyin, radicals, word usages, sentence patterns, basic dialogues and short sentences for use in real life situations. The course also presents an introduction to the culture and history of the Mandarin Chinese-speaking world. Students will be able to use formulaic language to engage in conversations and provide appropriate responses in a culturally authentic way. The course will be delivered using a combination of teacher-led classroom instruction, time on an adaptive online learning program such as PowerSpeak, and in inquiry-based collaborative group work with peers. It is important to note that English Learners who are not yet deemed proficient in English will not be required to participate in Mandarin Chinese coursework, but instead will take that time to improve his or her English language skills.

## **6. Music**

The major emphasis of this course is to provide students with a variety of musical experiences and activities. The course develops the following skills: singing, listening, reading and writing music, and playing classroom instruments according to what is available. The course provides opportunities for growth in understanding the following musical elements: rhythm, melody, form or design, tempo, dynamics, timbre or tone color, harmony, and style. The course also develops discrimination and critical judgment in music that is heard or produced, and encourages interest in music from diverse cultures and historical periods. Students perform in select concerts.

### **Examples of Adaptive Computer-Based Programs**

As has been detailed above, students will spend up to 50% of their time using adaptive computer-based learning software. We continue to work with Education Elements to determine the exact package of programs we will offer to our teachers and students, but some examples appear below. The exact package of programs will be determined by the needs of our student population and the right mixture of different types of programs that should be utilized. Education Elements works with many of the most successful blended learning schools from across the country, helping them provide the very best options to their students. We expect to have all the programs selected by May of 2013.

- **Achieve3000** is a differentiated approach to literacy development. TeenBiz is a differentiated online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile/reading level. TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and

career. Most important of all, TeenBiz is scientifically proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development and high-stakes test scores. In fact, national studies show that TeenBiz enables students to double-to-triple expected reading gains in just 40 sessions.

- **ST Math: Secondary Intervention** is designed for middle or high school scholars who are often multiple grade levels behind in math proficiency. It builds on the proven, visual, foundational approach, found in ST Math's elementary programs, to help students master the essential building blocks for math success from a basic level of math facts up through introductory algebraic equations. ST Math can be used to introduce algebraic concepts, to provide an intervention for struggling scholars, or as a complement to your current math curriculum. Rooted in decades of breakthrough neuroscience and education research, ST Math's unique math education process engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.
- **English For Success** is an award-winning, research-based, English language learning course for students who need to use English in school, including content areas like Math, Science, Geography and History, Ancient History, Economics, Politics, and Psychology. This course teaches the language of classroom presentations, explanations, questions, homework and tests. Its multisensory, interactive approach has significant advantages over text-based presentations. With increased English language proficiency, students will show test gains in all subject areas. English For Success is really three courses in one, with each reinforcing the other: (a) A General English Course that focuses on people, places, weather and daily activities, etc., (b) A Social and Situational Language Course that focuses on typical school and telephone conversations among friends, and (c) A Subject Preparation Course that develops the English language framework and vocabulary necessary for students to participate and succeed in all subject areas. This pioneering course has been honored by the French Ministry of Education.

### **Professional Development**

Professional development at Apollo Charter School will be ongoing and constant. Apollo believes that professional development is a critical component to the success of our teachers and staff and, most importantly, our students. Apollo's professional development model involves multiple resources, which are detailed below.

Apollo teachers will be focused on developing a deep understanding of Apollo's educational philosophy and Apollo's philosophy and approach to the teacher's specific subject area. Typically, the learning objectives for any professional development will focus on:

- The pedagogy which shapes the curriculum in a teacher's given subject area.
- How to use the curriculum materials adopted by Apollo in the teacher's given subject area.
- The organizational culture and values and leadership skills necessary to lead students to significant gains.

- Ways to integrate 21st century skill development into the teacher's subject area.
- Ways to integrate character development into the teacher's subject area.
- The instructional techniques employed by Apollo and how to use them.
- How to use student data to identify learning challenges.
- How to use the teacher dashboard for data analysis.
- Developing techniques for individualizing their planning and instruction.
- How to sequence a student's individualized learning path to ensure success for that student.
- Observing excellent schools or instructors and learning their philosophy, techniques, and strategies.
- How to involve students and families in the attainment of ambitious academic growth goals.

Apollo will partner with outside organizations, such as World Savvy, to help Apollo teachers integrate 21st century skill development and character development into all corners of the school day. To develop the necessary subject and instructional expertise for our teachers, Apollo may partner with outside professional development organizations and higher education institutions to conduct in-depth professional development across all subject areas.

Apollo will constantly reflect on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

#### **A. Three Types of Professional Development for Classroom Staff**

Apollo implements three types of professional development opportunities: Summer Institute, ongoing and formal school-year PD, and ongoing and informal PD.

##### **1. Summer Institute**

Professional development at Apollo begins between one and four weeks prior to the start of school. The exact schedule for summer professional development will be set in partnership with our principal prior to the hiring of any teachers so that when teachers commit to employment with Apollo they are also committing to attending our Summer Institute.

The Summer Institute creates a critical foundation for our staff to build a collaborative culture of trust that is aligned in its goals. The Summer Institute will combine large group lectures, small group discussion groups, time for thoughtful reflection, and an opportunity to practice newly-learned skills and techniques. The Summer Institute will focus on various topics including but not limited to: Apollo Mission and Vision; Apollo Policies and Procedures; Building School Culture; How Children Learn; Building Individual Student Learning Paths; Lesson, Unit, and Year-Long Planning; Curriculum-Specific Training; Instructional Techniques; Parental Empowerment and Involvement; Classroom and Behavior Management; Culturally Relevant

Teaching; and Methods of Data Analysis. In addition, at this time staff members will begin to develop expertise when working with the teacher dashboards and interpreting this data. The Summer Institute may be led by a combination of the school principal, returning expert teachers, or outside universities and organizations such as World Savvy.

The Summer Institute ensures that we begin the school year with a cohesive and collaborative team of educators who from day one are ready to engage students in effective instruction that will lead to high levels of achievement. This is a great opportunity to fully on-board new Apollo staff members. Training workshops will be customized based on the experience-level of attending staff.

## **2. Ongoing and formal school-year PD**

Throughout the school year, Apollo will hold on-going, formal PD for all staff. This will be conducted in a variety of ways, including workshops, lectures, or observations. The topics covered by this on-going PD will directly relate to the needs of teachers at that given point in the school year. The topics covered during this PD may include: Behavior Management for Chronic Behavior Issues, Strategies for Student Engagement, Re-energizing Your Family Engagement, Building and Maintaining a Dynamic Learning Environment, Cultural Relevant Teaching Best Practices, Maximizing Informal Assessments, and Best Practices in the Special Needs Field. In addition, staff will continue to develop expertise in working with teacher dashboards and interpreting this data.

The principal will have primary discretion over the topics covered by specific workshops, and workshops will be facilitated by either the principal him or herself, principal-selected teachers who have displayed expertise in a given area, or an outside university or organization such as World Savvy. The topics chosen for PD and the way in which the workshop is delivered will be partially determined by staff members' experience and level of expertise.

There are several days set aside during the calendar year that are solely focused on professional development. This schedule follows the District schedule.

## **3. Ongoing and Informal school-year PD**

PD will also be ongoing and informal, led by the school principal. This will take place primarily in a mentoring capacity between the principal and each teacher. The principal will spend 50% of his or her time observing teachers in action in the classroom and providing feedback. Feedback will be immediate and follow a protocol. The principal will work with individual teachers to set professional goals for themselves, and to monitor their progress towards meeting those specific professional goals. In addition, the

principal will work to ensure that teachers are effectively using the teacher dashboards and modifying instruction and groupings based on this data.

**B. School Leader Training**

The school principal and other leadership staff will also go through their own pre-service and ongoing school-year PD. This will be led in collaboration with universities and outside organizations such as World Savvy. Topics for leader training may include: Conflict Resolution, Delegation, Behavior Management for Managers, Building a Successful PTA, Human Capital Management, School Vision Development, and Supervision for the Improvement of Instruction.

**C. Assessing Effectiveness of PD**

Professional development program assessment will be ongoing and multi-faceted. After each professional development workshop, effectiveness will be analyzed based on data from several relevant areas including teacher surveys, principal surveys, principal observations, and notable changes in student performance.

**D. Weekly Faculty Planning Meetings**

Common planning time for educators is often cited as an important opportunity for PD. As described previously, each Wednesday afternoon teaching teams will gather to plan for the coming weeks' instruction, to ensure that content is integrated across subjects and that each student is being best served by their individualized learning path, and, if they are not, to make any necessary adjustments. This weekly meeting is primarily for planning, but also serves as a time for teaching teams to share best practices when working with particular students or groups of students and also best practices when integrating content across subject area.

**Annual Calendar and Instructional Minutes**

Apollo Charter School will meet the minimum number of instructional days (180 days) and exceed the minimum amount of instructional minutes required by law. Below is the proposed calendar we will implement in our first and subsequent years. Minor changes may be made to the calendar to meet facility, staff, or activity scheduling needs. William S. Hart Union High School District will be notified of all changes to the school year calendar and to the school day schedule. Should William S. Hart Union High School District deem the changes to be "material changes" to this document, Apollo Public Schools will immediately submit the changes in the required format for approval by the District.

August	September	October	November	December
	1	1	1	1
4	2	2	3	2
5	3	3	4	3
6	4	4	5	4
7	5	5	6	5
8	6	6	7	6
11	8	7	10	8
12	9	8	11	9
13	10	9	12	10
14	11	10	13	11
15	12	11	14	12
18	15	13	17	15
19	16	14	18	16
20	17	15	19	17
21	18	16	20	18
22	19	17	21	19
25	22	20	24	22
26	23	21	25	23
27	24	22	26	24
28	25	23	27	25
29	26	24	28	26
30	29	27	29	29
	30	28	30	30
		29	31	31
		30		
		31		
January	February	March	April	May
		2	1	
5	2	3	2	1
6	3	4	3	2
7	4	5	4	3
8	5	6	5	4
9	6	7	6	5
12	9	10	13	8
13	10	11	14	9
14	11	12	15	10
15	12	13	16	11
16	13	14	17	12
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Full Day

School closed

Teacher Work Day

Each school day allows for 395 full minutes of active learning. This allows for 71,100 learning minutes over the course of the 180 school day calendar, which is over 17,000 additional minutes over and above the required 54,000 minutes.

### **Changes to School Day, School Calendar, or Instructional Minutes Total**

Any changes to Apollo Public Schools' school day, school calendar, or total of instructional minutes shall not be considered a material revision to this charter as long as the change in total instructional minutes:

- Does not result in greater than 5% less instructional minutes than currently being proposed, or
- Does not result in greater than 5% more instructional minutes than currently being proposed.

Any changes to the proposed school day, calendar, or total instructional minutes approved by the Board of Apollo Public Schools will be submitted to William S. Hart School District for notification within 10 business days of Board approval.

### **Plan for Special Education**

As a public school, Apollo Charter School has an important obligation to serve students with exceptional needs. Apollo Charter School will adhere to all laws and/or consent decrees, as applicable, affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Improvement Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil



Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and Apollo Charter School will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. All students with disabilities will be accorded a Free, Appropriate Public Education. Section 504 services required by Apollo Charter School students will be the responsibility of the school.

Apollo Charter School will function as a "public school of the District" for purposes of Education Code section 47646 and the Individuals with Disabilities Education Act ("IDEA") during the term of this charter. Pursuant to Education Code Section 47646(b), the District shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Apollo Charter School and the District shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. This memorandum of understanding will detail the roles and responsibilities of the school and of the District with respect to referral, assessment, instruction and due process, allocation of actual and excess costs and the charter's fair share of any encroachment on general funds.

The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs. The District shall determine how the special education and related services are to be provided and will consider input from school staff as to how service provision can best support the mission and approaches of the school. Apollo Charter School will comply with District policy and practice with respect to the provision of special education and related services. Apollo Charter School will support the District's implementation of special education.

The school plans to implement a "student success team" (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. The team will implement and monitor the success of varied strategies within the general education setting before initiating special education assessment.

The school will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school will implement all special education and related services called for by the IEP in partnership with the District and/or SELPA. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

As any other public school, Apollo Charter School is fully responsible for educating special education students and will work with the District to ensure that this responsibility is met. In the event of a due process claim to enforce provisions of applicable special education law, Apollo Charter School is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the District in the process, as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act. The school understands that the school will be responsible for planning and implementing any such accommodations or services.

### **Plan for English Learners**

Apollo is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. Apollo will meet all applicable legal requirements for English Learners ("EL"), related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Apollo will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Apollo's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

### **Home Language Survey**

Apollo will administer the home language survey upon a student's initial enrollment into the school (on enrollment forms). Students in the country less than twelve months will be given the state's Designated Primary Language Test to determine the student's academic proficiency when tested in his or her home language.

### **CELDT Testing**

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English, including but not limited to the below:

- Assessment of language proficiency using an objective assessment instrument including but not limited to the CELDT.

- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement. The notice will include a description of the reclassification process and the parent's or guardian's opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.
- Comparison of the student's performance in foundational skills against an empirically established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

All students who are English Learners will be expected to become proficient in the English language at a progressive pace. Teachers at Apollo will teach to the English Language Development standards set forth by the California Department of Education. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to the core content, students who are assessed as English Learners will receive assistance in English language development using adaptive computer-based learning programs such as First English and English for Success. Apollo will ensure that all EL students have access to the core content, providing any resources that are deemed necessary to do so.

All instruction will be in English. However, the level of English used for instruction - both oral and written - may be modified appropriately for EL students as necessary. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter.

Examples of instructional models that may be employed with EL students at Apollo include:

- Workshop models
- Cooperative learning
- Thematic teaching
- Language experience approach
- Dialogue journals
- Questioning techniques
- Scaffolding instruction
- Kinesthetic activities
- Books on tape
- Graphic organizers
- Caption television
- Pre-teaching vocabulary
- Manipulatives
- Using culturally relevant materials

- Repetition
- Modeling

Apollo's implementation strategy for English Language Development (ELD) is the understanding that all students are at a level of ELD and therefore all students can benefit from the 8 core components of SIOP. These components are identified and defined in an implementation context as follows (Echevarria, Vogt and Short, 2000, 2004, 2008: The Sheltered Instruction Observation Protocol):

### **Lesson Preparation**

- Content objectives are clearly defined, displayed and reviewed with students.
- Language objectives are clearly defined, displayed and reviewed with students.
- Content concepts are appropriate for age and educational background level of students.
- Supplemental materials are used to a high degree, making the lesson clear and meaningful.
- Adaptation of content covers all levels of student proficiency.
- Meaningful activities integrate lesson concepts with language practice opportunities for listening, speaking, reading, and writing.

### **Building Background**

- Concepts are explicitly linked to students' background experiences.
- Links are explicitly made between past learning and new concepts.
- Key vocabulary is emphasized.

### **Comprehensible Input**

- Speech is appropriate for students' proficiency level.
- Academic tasks are clearly explained.
- A variety of techniques are used to make content concepts clear.

### **Strategies**

- Ample opportunities are provided for students to use learning strategies.
- Scaffolding techniques are consistently used, assisting and supporting student understanding.
- A variety of questions or tasks promote higher-order thinking skills.

### **Interaction**

- There are frequent opportunities for interaction and discussion among teachers and students which encourage elaborated responses about lesson concepts.
- Grouping configurations support language and content objectives of the lesson.
- Sufficient wait time for student responses is consistently provided.
- Ample opportunities are provided for students to clarify concepts in L1s (or language of greater fluency) as needed with aides, peers, or L1 (or language of greater fluency) text.

### **Practice/Application**

- Hands-on materials and/or manipulates are provided for students to practice using content knowledge.
- Activities are provided for students to apply content and language knowledge in the classroom.
- Activities integrate all language skills (listening, speaking, reading, and writing).

### **Lesson Delivery**

- Content objectives are clearly supported by lesson delivery.
- Language objectives are clearly supported by lesson delivery.
- Students are engaged approximately 90% to 100% of the time.
- Pacing of the lesson is appropriate to students' ability levels.

### **Review/Assessment**

- Key vocabulary is comprehensively reviewed.
- Key concepts are comprehensively reviewed.
- Regular feedback is provided to students on their output.
- Assessment is made of student comprehension and learning.

The above criteria and descriptors will be organized into templates/rubrics, and integrated into all aspects of orientation, in-service training, lesson planning and delivery, student assessment and instructor professional assessment.

### **English Language Development Time During the School Day**

English Learners will attend the same classroom periods (including core academic and art and music) as non-English Learners. Classroom teachers will provide accommodations, detailed above, to English Learners as needed. However, as for all students at Apollo, each EL's FLEX sequencing will be determined by the language abilities of the student. This means that for up to five periods of the day, or 175 minutes, ELs will receive specific programming and instruction to meet his or her language needs. This will include specifically designed small group learning, adaptive computer-based learning, and silent sustained reading and writing. This specific sequencing does not take away from the general education of English Learners, and will not necessitate pulling ELs out of general classroom learning. However, dependent on a student's English language proficiency, an EL may not participate in Mandarin Chinese instruction, but rather focus on English language development.

### **Professional Development**

All teachers will be given professional development in teaching English Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The English Language Development Standards have been mapped to Apollo's instructional guidelines.

### **Ongoing Assessment of EL Students**

Apollo's use of achievement data will also drive the instruction and professional development as it relates to English Learners. Apollo will analyze the achievement data by this subgroup and continue to assess the students through teacher-designed assessments,

data generated by adaptive computer learning programs, and Apollo's benchmark assessments. We will continuously examine the results from the California Standards Test and assess the effectiveness of our plan for supporting English Learners.

### **Support for Students Performing Below Grade Level**

Apollo has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. In fact, Apollo's educational model is specifically designed to effectively serve student populations that have a history of under-performance. The practices we have adopted have been able to effectively serve students who are performing below grade level with the help of certain key strategies that help to accurately identify skills gaps and prescribe an instructional program based on students' individual needs. These strategies include developing individualized learning paths for each student, employing small group instruction as much as possible, and using data generated by ongoing assessments to constantly monitor where the student is currently. These strategies are outlined previously.

Students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

<b>Assessments (Teacher- and publisher-created)</b>	<b>Criteria for Additional Intervention</b>
CST – ELA or Math	Far Below Basic, Below Basic, Basic
Parent Recommendation	Any
Teacher Recommendation	Any

### **Support for Students Performing Above Grade Level**

Recognizing that some students may come to us already exceeding grade-level expectations, we will ensure that we are engaging these students as well. The curricula we have selected in no way prohibits the accelerated progress of students, as some curricular options do. Our FLEX component allows students to explore content and skills at a pace that best suits their abilities, from the time spent on an adaptive computer-based learning program to small group collaborative learning. This means that even students who are performing above grade level will be able to, every day, explore challenging content and skill-development exercises.

## **2. MEASURABLE PUPIL OUTCOMES**

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. California Education Code Section 47605(b)(5)(B)

### **Subject Outcome Goals**

Apollo Public Schools is committed to providing an education that prepares all students for college and career. Each student's individualized and flexible learning path is constructed

with the below end points in mind. These end points represent an interplay between two kinds of skill development:

- Foundational Skills: Master at least grade level competency in the four core subjects: English language arts, mathematics, social studies, and science.
- Higher-order Skills: Apply classroom learning to real world experiences or problems in a relevant and valuable way in the four core subjects (ELA, math, science, social science) as well in interdisciplinary contexts, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).

Student exit outcomes related to basic skills and thinking skills in the four core subjects are further subdivided into strands and specific standards at different grade and skill levels, based on California State Standards and the Common Core State Standards. In order to best serve our students and community, we will continue to examine and refine its list of student outcomes.

Commitment to and implementation of our educational philosophy will empower our students to achieve the following measurable student outcome goals, which are explicitly aligned with California's State Standards, the Common Core State Standards, and with the school's definition of what it means to be an educated person in the 21st century.

### Foundational Goals

Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
English Language Arts	<ul style="list-style-type: none"> <li>• Students will demonstrate a firm comprehension and proficiency of all applicable State Standards for ELA</li> <li>• Students will be able to communicate clearly and effectively using appropriate vocabulary, both verbally and in writing.</li> <li>• Students will display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning.</li> <li>• Students will demonstrate the ability to read fluently and comprehend a variety of grade-level texts in both</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain a Year 1 school-wide performance of at least 40% of our students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) scoring proficient or advanced on the CST English test.</li> <li>• Have less than 20% of all students score Below Basic or Far Below Basic on the CST English Test.</li> <li>• 70% or more of all students with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts.</li> </ul>

Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
	<p>literature and other academic disciplines.</p> <ul style="list-style-type: none"> <li>Students will be able to read and respond to grade-level text both orally and in written format.</li> <li>Students will be able to write grade-level papers.</li> <li>Students will be active speakers and listeners.</li> </ul>	<ul style="list-style-type: none"> <li>The number of students receiving a score of proficient or above based on fulfillment of the California grade-level standards will increase by at least 7% annually.</li> <li>75% of all students, performing below Proficient level, (including low achievers, special education students, socioeconomically disadvantaged, and English Learners) will move up at least one proficiency band per year on the CST ELA test until they reach the proficient level (i.e., moving from Far Below Basic to Below Basic, from Below Basic to Basic, or from Basic to Proficient).</li> <li>95% of the students who are proficient or advanced will remain in the proficient or advanced category each year based on the CST, even as they progress to the next grade level's more challenging standards.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Students will demonstrate a firm comprehension and proficiency of all applicable State Standards for Math</li> <li>Students will be fluent in basic computational skills, will be algebraic thinkers, and will be problem solvers.</li> <li>Students will understand and solve problems related to number sense; algebra and functions; measurement and geometry; statistics,</li> </ul>	<ul style="list-style-type: none"> <li>Obtain a Year 1 school-wide performance of at least 45% of our students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) scoring proficient or advanced on the CST Math test.</li> <li>Have less than 20% of all students score Below Basic or Far Below Basic on the</li> </ul>



Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
	<p>data analysis, and probability; and mathematical reasoning.</p> <ul style="list-style-type: none"> <li>Students will display critical thinking skills in interpretation of information, in analyzing evidence, claims or beliefs, and ability to use various types of reasoning.</li> <li>Students will demonstrate the ability to use critical thinking skills, reason logically, and to implement a variety of problem-solving strategies.</li> <li>Students will demonstrate solid proficiency in everyday finance, budgeting, and lifetime money matters.</li> </ul>	<p>CST Math Test</p> <ul style="list-style-type: none"> <li>70% or more of all students with IEPs will, each year, meet or exceed annual individualized education plan goals related to Mathematics</li> <li>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5%-7% annually.</li> <li>75% of all students, performing below Proficient, (including low achievers, special education students, socioeconomically disadvantaged, and English Learners) will move up at least one proficiency band per year on the CST Math tests until they reach the proficient level.</li> <li>90% of the students who are proficient or advanced will remain in the proficient or advanced category each year based on the CST, even as they progress to the next grade level's more challenging standards as the course changes from Algebra to Geometry to Algebra II, etc.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Students will demonstrate a firm comprehension and proficiency of all applicable State Standards for Social Studies</li> <li>Students will have core knowledge in grade-level history and social science</li> </ul>	<ul style="list-style-type: none"> <li>In first year of Social Studies testing, attain a school-wide goal of at least 40% of its students (including high and low achievers, special education students, socioeconomically disadvantaged, and English</li> </ul>

Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
	<p>and have the critical thinking skills necessary to study the past and its relationship to the present.</p> <ul style="list-style-type: none"> <li>Students will employ critical thinking to make judgments and decisions, and to draw conclusions based on best analysis.</li> <li>Students will interpret and summarize information from maps, charts, and graphs.</li> <li>Students will be able to use historical research to ask and answer questions about the past and the present, and to make predictions about the future.</li> </ul>	<p>Learners) scoring proficient or advanced on the CST World History &amp; Geography: Medieval and Early Modern Times (grade 7) and United States History &amp; Geography: Growth and Conflict (grade 8).</p> <ul style="list-style-type: none"> <li>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students will demonstrate a firm comprehension and proficiency of all applicable State Standards for Science.</li> <li>Students will have the essential skills and knowledge necessary to become scientifically literate.</li> <li>Students will work in a team and use scientific inquiry skills and the scientific method to analyze scientific problems and reach conclusions.</li> <li>Students will demonstrate a basic understanding of fundamental concepts in life sciences (grade 7) and physical sciences (grade 8).</li> <li>Students will employ critical thinking skills to solve different kinds of non-familiar problems in both</li> </ul>	<ul style="list-style-type: none"> <li>Obtain a Year 1 school-wide performance of at least 50% of our students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) scoring proficient or advanced on the CST End of Course Science tests.</li> <li>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.</li> </ul>

Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
	conventional and innovative ways.	
Visual and Performing Arts	<ul style="list-style-type: none"> <li>Students will understand, appreciate, and be able to interpret the arts.</li> <li>Students will possess skills, knowledge, and abilities in music.</li> <li>Students will participate in artistic activities and events.</li> <li>Students will understand the role that the arts have played in history as well as its relationship to other academic disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>All continuously enrolled students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) will participate in at least 1 visual and performing arts class each year.</li> </ul>
English Learner Achievement and Reclassification	<ul style="list-style-type: none"> <li>All English Learners reach at least Early Advanced Level classification before graduation from 8th grade.</li> <li>All English Learners will increase their CELDT performance by at least 1 ELD level every school year.</li> </ul>	<ul style="list-style-type: none"> <li>At least 75% of English Learners will increase their CELDT scores by at least 1 ELD level from Year 1 to Year 2.</li> <li>All students who remain at Apollo longer than one year will increase their CELDT score by at least 1 ELD level each year.</li> <li>Meet all AYP goals for English Learners in meeting grade-level academic achievement standards in English Language Arts and Mathematics</li> <li>Meet targeted subgroup participation on STAR for English Learners.</li> </ul>
Special Education Achievement	<ul style="list-style-type: none"> <li>Special education designated students will make significant progress toward all learning goals as outlined in their Individualized Education Plans.</li> <li>Have less than a 5% CST achievement gap between</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Year 1, students will meet 75% of their annual goals as laid out in their IEPs.</li> <li>In years 2-5, students will increase the percentage of completed IEP annual goals by at least 5%.</li> <li>Achieve less than a 15%</li> </ul>

<b>Outcome Area</b>	<b>Ongoing School Definitive Goals/Objectives</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>
	Special Education and non Special Education students.	<p>achievement gap between Special Education students and non Special Education students after Year 1 CST testing.</p> <ul style="list-style-type: none"> <li>Decrease Special Education and non Special Education CST Testing achievement gap by at least 2% in each subsequent year.</li> </ul>

### **Character and Higher-Order Thinking Goals**

<b>Outcome Area</b>	<b>Ongoing School Definitive Goals/Objectives</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>
Critical Thinking	<ul style="list-style-type: none"> <li>Students will demonstrate analysis, reflection, interpretation, reasoning, and evaluation when approaching each subject and challenge.</li> <li>Students will offer suggestions for remedies to every school-wide area of improvement that they identify.</li> <li>Students will examine national and world issues and pursue solutions to these issues through research and collaboration with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Student writing in the classroom will reflect in depth analysis, interpretation, and evaluation.</li> <li>Students will participate in open forums where they will be able to present ideas on school-wide improvement.</li> <li>Students will participate in open forums where they will be able to present ideas on national and global issues.</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Students will effectively develop solutions to problems they have not previously encountered, and/or in previously unfamiliar situations.</li> <li>Students will confidently face unfamiliar problems and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express their belief that they are able to use what they have learned in school to solve real-world problems.</li> <li>When encountering an unfamiliar problem, students will be able to articulate the necessary steps toward solving the</li> </ul>

Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
		<p>problem.</p> <ul style="list-style-type: none"> <li>Students will engage in conversations with peers and school staff members detailing their approach to solving a previously unfamiliar problem, and articulate how they solved the problem.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Students will be effective communicators using their writing, speech, and body language.</li> <li>Students will be able to clearly and confidently express ideas, opinions, information, attitudes, and feelings.</li> <li>Students will be able to respect, understand, and interpret the ideas, opinions, information, attitudes, and feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>Each student will present at least 5 classroom-related oral presentations per year.</li> <li>Each student will present at least 1 school-wide or community presentation per year.</li> <li>Students will engage in open dialogue amongst peers, staff, and community members.</li> </ul>
Social Responsibility	<ul style="list-style-type: none"> <li>Students will demonstrate respect and accountability to each other.</li> <li>Students will understand and demonstrate a commitment toward the betterment of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in respectful classroom and out-of-classroom conversations with one another.</li> <li>Students will engage in peer-to-peer conflict resolution.</li> <li>Students will participate in at least one community service project per year.</li> </ul>
Personal Responsibility	<ul style="list-style-type: none"> <li>Students will take ownership over their academic performance.</li> <li>Students will display respect for peers, school staff, families, and community.</li> <li>Students will only miss</li> </ul>	<ul style="list-style-type: none"> <li>Students will individually strive for a personal attendance rate of 98%.</li> <li>Students will have fewer than 3 classroom tardies per quarter.</li> <li>Suspension and Expulsion rate will be significantly</li> </ul>

<b>Outcome Area</b>	<b>Ongoing School Definitive Goals/Objectives</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>
	school when ill.	lower than comparison schools.

### **School Wide Outcome Goals**

Apollo Charter School will strive to assure that as a collective school, we meet outcome goals that are set by our Board, School Philosophy, and State and national performance expectations. Some of these goals include:

<b>Outcome Area</b>	<b>Ongoing School Definitive Goals/Objectives</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>
Meet/Exceed Academic Performance Index Growth Target Annually	<ul style="list-style-type: none"> <li>Reach an API Score of 800 by Year 3 of operation.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a Year 1 API score of at least 720, and exceed subsequent Annual API Growth Targets by at least 50%.</li> </ul>
Meet AYP Annually	<ul style="list-style-type: none"> <li>Have students in all subgroups increase CST performance year after year, and demonstrate virtually no achievement gap among the subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Meet/Exceed AYP projections each year of operation.</li> </ul>
Overall Parent Satisfaction	<ul style="list-style-type: none"> <li>Achieve greater than a 85% parent satisfaction rating in annual parent survey.</li> </ul>	<ul style="list-style-type: none"> <li>80% of all parents will participate in the parent survey annually.</li> <li>Attain at least an 85% overall parent satisfaction rating in Year 1 with a minimum of 3%-5% annual increases.</li> <li>Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.</li> </ul>
Parent Participation	<ul style="list-style-type: none"> <li>Parents/families will be fully engaged and active within the school community.</li> </ul>	<ul style="list-style-type: none"> <li>90% of all parents will participate in regular check-ins with school, including parent-teacher conferences, daily and weekly homework and reading logs, weekly progress reports, etc</li> <li>Increase parent</li> </ul>

Outcome Area	Ongoing School Definitive Goals/Objectives	Year 1 Measurable Benchmarks and Growth Goals
		<p>participation rates in regular check-ins by 1% each year.</p>
Student Attendance	<ul style="list-style-type: none"> <li>Attain a 98% student attendance rate by Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>Student Attendance rate of at least 95% in Year 1.</li> <li>Increase Student Attendance rate by at least 1% each year.</li> </ul>
Student Attitudes Toward Learning	<ul style="list-style-type: none"> <li>All students will express belief in their ability to learn independently.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students will participate in the student attitudes survey annually.</li> <li>100% of students will express positive attitudes toward learning and their abilities to learn.</li> <li>100% of students will express positive attitudes toward their ability to apply knowledge and skills learned in school to real-world situations.</li> </ul>
Student Attitudes Toward College	<ul style="list-style-type: none"> <li>All students will express their intent to attend college.</li> <li>All parents will express that they are able to and will support their child's efforts to pursue post-secondary education.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students will participate in the student attitudes survey annually.</li> <li>100% of all students, including those who will be the first from their family to attend college, will indicate that they plan to attend college.</li> <li>100% of all parents and students, including those who will be the first from their family to attend college, will indicate that they are familiar with the college application process.</li> <li>100% of all students, including those who will be the first from their family to attend college,</li> </ul>

<b>Outcome Area</b>	<b>Ongoing School Definitive Goals/Objectives</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>
		will indicate that they believe in their ability to complete college.
Teacher/Staff Satisfaction and Retention	<ul style="list-style-type: none"> <li>• Apollo Public Schools will receive at least a 95% overall satisfaction rating in annual employee survey.</li> <li>• Apollo Public Schools will have less than 5% annual employee turnover.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of all employees will participate in the annual employee satisfaction survey.</li> <li>• Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.</li> </ul>

### **3. METHODS OF ASSESSMENT AND USES OF DATA**

The method by which pupil progress in meeting those pupil outcomes is to be measured. California Education Code Section 47605(b)(5)(C)

Each grade level has specific assessments, projects, and targets to measure student achievement and progress towards desired outcomes. Apollo Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The assessment tools listed below provide valuable assessment data that informs instruction, the school's program, and the needs for professional development.

Apollo Charter School will utilize a number of methods of measuring our goals across subject outcomes, character and higher-order thinking skill development outcomes, and school-wide outcomes. Some of those measures are detailed below.

#### **Student Outcome Goals**

<b>Outcome Area</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>	<b>Methods of Assessment</b>
English Language Arts	<ul style="list-style-type: none"> <li>• Obtain a Year 1 school-wide performance of at least 40% of our students (including high and low achievers, special education students, socioeconomically disadvantaged, and</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Tests (i.e., CST, etc.), where applicable</li> <li>• Teacher Created and/or Publisher Created Tests</li> <li>• Data from adaptive learning programs aggregated by Education Element-created</li> </ul>



Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	<p>English Learners) scoring proficient or advanced on the CST English test.</p> <ul style="list-style-type: none"> <li>• Have less than 20% of all students score Below Basic or Far Below Basic on the CST English Test.</li> <li>• 70% or more of all students with IEPs will, each year, meet or exceed annual individualized education plan goals related to English Language Arts.</li> <li>• The number of students receiving a score of proficient or above based on fulfillment of the California grade-level standards will increase by at least 7% annually.</li> <li>• 75% of all students, performing below Proficient level, (including low achievers, special education students, socioeconomically disadvantaged, and English Learners) will move up at least one proficiency band per year on the CST ELA test until they reach the proficient level (i.e., moving from Far Below Basic to Below Basic, from Below Basic to Basic, or from Basic to Proficient).</li> <li>• 95% of the students who</li> </ul>	<p>dashboards</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Daily Homework</li> <li>• Writing Assignments</li> <li>• Classroom Presentations</li> <li>• Student Journals/Blogs, etc.</li> <li>• Periodic Assessments</li> <li>• CELDT Results (if applicable)</li> </ul>

Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	<p>are proficient or advanced will remain in the proficient or advanced category each year based on the CST, even as they progress to the next grade level's more challenging standards.</p>	
Mathematics	<ul style="list-style-type: none"> <li>• Obtain a Year 1 school-wide performance of at least 45% of our students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) scoring proficient or advanced on the CST Math test.</li> <li>• Have less than 20% of all students score Below Basic or Far Below Basic on the CST Math Test</li> <li>• 70% or more of all students with IEPs will, each year, meet or exceed annual individualized education plan goals related to Mathematics</li> <li>• The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5%-7% annually.</li> <li>• 75% of all students, performing below Proficient, (including</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized Tests (i.e., CST, etc.), where applicable</li> <li>• Teacher Created and/or Publisher Created Tests</li> <li>• Data from adaptive learning programs aggregated by Education Element-created dashboards</li> <li>• Teacher Observation</li> <li>• Daily Homework</li> <li>• Writing Assignments</li> <li>• Classroom Presentations</li> <li>• Student Journals/Blogs, etc</li> <li>• Periodic Assessments</li> </ul>

Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	<p>low achievers, special education students, socioeconomically disadvantaged, and English Learners) will move up at least one proficiency band per year on the CST Math tests until they reach the proficient level.</p> <ul style="list-style-type: none"> <li>90% of the students who are proficient or advanced will remain in the proficient or advanced category each year based on the CST, even as they progress to the next grade level's more challenging standards as the course changes from Algebra to Geometry to Algebra II, etc.</li> </ul>	
Social Studies	<ul style="list-style-type: none"> <li>In first year of Social Studies testing, attain a school-wide goal of at least 40% of its students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) scoring proficient or advanced on the CST World History &amp; Geography: Medieval and Early Modern Times (grade 7) and United States History &amp; Geography: Growth and Conflict (grade 8).</li> <li>The number of students</li> </ul>	<ul style="list-style-type: none"> <li>Standardized Tests (i.e., CST, etc.), where applicable</li> <li>Teacher Created and/or Publisher Created Tests</li> <li>Data from adaptive learning programs aggregated by Education Element-created dashboards</li> <li>Teacher Observation</li> <li>Daily Homework</li> <li>Writing Assignments</li> <li>Classroom Presentations</li> <li>Student Journals/Blogs, etc</li> <li>Periodic Assessments</li> </ul>

Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.	
Science	<ul style="list-style-type: none"> <li>Obtain a Year 1 school-wide performance of at least 50% of our students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) scoring proficient or advanced on the CST End of Course Science tests.</li> <li>The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually.</li> </ul>	<ul style="list-style-type: none"> <li>Standardized Tests (i.e., CST, etc.), where applicable</li> <li>Teacher Created and/or Publisher Created Tests</li> <li>Data from adaptive learning programs aggregated by Education Element-created dashboards</li> <li>Teacher Observation</li> <li>Daily Homework</li> <li>Writing Assignments</li> <li>Classroom Presentations</li> <li>Student Journals/Blogs, etc</li> <li>Periodic Assessments</li> </ul>
Visual and Performing Arts	<ul style="list-style-type: none"> <li>All continuously enrolled students (including high and low achievers, special education students, socioeconomically disadvantaged, and English Learners) will participate in at least 1 visual and performing arts class each year.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Created and/or Publisher Created Tests</li> <li>Teacher Observation</li> <li>Daily Homework</li> <li>Writing Assignments</li> <li>Classroom Presentations</li> <li>Student Journals/Blogs, etc</li> <li>Periodic Assessments</li> </ul>
English Learner Achievement and Reclassification	<ul style="list-style-type: none"> <li>At least 75% of English Learners will increase their CELDT scores by at least 1 ELD level from Year 1 to Year 2.</li> <li>All students who remain at Apollo longer than one</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Created and/or Publisher Created Tests</li> <li>Data from adaptive learning programs aggregated by Education Element-created dashboards</li> </ul>

<b>Outcome Area</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>	<b>Methods of Assessment</b>
	<p>year will increase their CELDT score by at least 1 ELD level each year.</p> <ul style="list-style-type: none"> <li>• Meet all AYP goals for English Learners in meeting grade-level academic achievement standards in English Language Arts and Mathematics</li> <li>• Meet targeted subgroup participation on STAR for English Learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Homework</li> <li>• Writing Assignments</li> <li>• Classroom Presentations</li> <li>• Student Journals/Blogs, etc</li> <li>• Periodic Assessments</li> </ul>
Special Education Achievement	<ul style="list-style-type: none"> <li>• By the end of Year 1, students will meet 75% of their annual goals as laid out in their IEPs.</li> <li>• In years 2-5, students will increase the percentage of completed IEP annual goals by at least 5%.</li> <li>• Achieve less than a 15% achievement gap between Special Education students and non Special Education students after Year 1 CST testing.</li> <li>• Decrease Special Education and non Special Education CST Testing achievement gap by at least 2% in each subsequent year.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual CST results for all subgroups</li> <li>• IEP Meetings and Assessment Annual Goals and Results</li> <li>• Teacher Created and/or Publisher Created Tests</li> <li>• Data from adaptive learning programs aggregated by Education Element-created dashboards</li> <li>• Teacher Observation &amp; Dialogue</li> <li>• Daily Homework</li> <li>• Writing Assignments</li> <li>• Classroom Presentations</li> <li>• Student Journals/Blogs, etc</li> <li>• Periodic Assessments</li> </ul>

### **Character and Higher-Order Thinking Skill Development Outcome Goals**

<b>Outcome Area</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>	<b>Methods of Assessment</b>
Critical	<ul style="list-style-type: none"> <li>• Student writing in</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> </ul>

Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
Thinking	<p>the classroom will reflect in depth analysis, interpretation, and evaluation.</p> <ul style="list-style-type: none"> <li>Students will participate in open forums where they will be able to present ideas on school-wide improvement.</li> <li>Students will participate in open forums where they will be able to present ideas on national and global issues.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Observations in Survey</li> <li>Classroom homework and testing</li> <li>Participation in school-wide open forums</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>Students will express their belief that they are able to use what they have learned in school to solve real-world problems.</li> <li>When encountering an unfamiliar problem, students will be able to articulate the necessary steps toward solving the problem.</li> <li>Students will engage in conversations with peers and school staff members detailing their approach to solving a previously unfamiliar problem,</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Parent Observations in Survey</li> <li>Classroom homework and testing</li> <li>Participation in school-wide open forums</li> </ul>

Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	and articulate how they solved the problem.	
Communication	<ul style="list-style-type: none"> <li>Each student will present at least 5 classroom-related oral presentations per year.</li> <li>Each student will present at least 1 school-wide or community presentation per year.</li> <li>Students will engage in open dialogue amongst peers, staff, and community members.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Parent Observations in Survey</li> <li>Community Feedback of student communication</li> <li>Classroom homework and testing</li> <li>Participation in school-wide open forums</li> </ul>
Social Responsibility	<ul style="list-style-type: none"> <li>Students will engage in respectful classroom and out-of-classroom conversations with one another.</li> <li>Students will engage in peer-to-peer conflict resolution.</li> <li>Students will participate in at least one community service project per year.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Conflict Resolution documentation tools</li> <li>Parent Observations in Survey</li> <li>Student Volunteer/Community Involvement Tracker</li> </ul>
Personal Responsibility	<ul style="list-style-type: none"> <li>Students will individually strive for a personal attendance rate of 98%.</li> <li>Students will have fewer than 3 classroom tardies per quarter.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Parent Observations in Survey</li> <li>Student attendance records</li> <li>Student tardy records</li> <li>Suspension/Expulsion records</li> </ul>

<b>Outcome Area</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>	<b>Methods of Assessment</b>
	<ul style="list-style-type: none"> <li>Suspension and Expulsion rate will be significantly lower than comparison schools.</li> </ul>	

### **School Wide Outcome Goals**

<b>Outcome Area</b>	<b>Year 1 Measurable Benchmarks and Growth Goals</b>	<b>Methods of Assessment</b>
Meet/Exceed Academic Performance Index Growth Target Annually	<ul style="list-style-type: none"> <li>Achieve a Year 1 API score of at least 720, and exceed subsequent Annual API Growth Targets by at least 50%.</li> </ul>	<ul style="list-style-type: none"> <li>Annual CST Testing/API Results</li> </ul>
Meet AYP Annually	<ul style="list-style-type: none"> <li>Meet/Exceed AYP projections each year of operation.</li> </ul>	<ul style="list-style-type: none"> <li>Annual CST Testing/AYP Results</li> </ul>
Overall Parent Satisfaction	<ul style="list-style-type: none"> <li>80% of all parents will participate in the parent survey annually.</li> <li>Attain at least an 85% overall parent satisfaction rating in Year 1 with a minimum of 3%-5% annual increases.</li> <li>Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Parent Survey Results</li> <li>Regular solicitation of feedback of parents through suggestion box in office, and suggestion link via website</li> </ul>
Parent Participation	<ul style="list-style-type: none"> <li>90% of all parents will participate in regular check-ins with school, including parent-teacher conferences, daily and weekly homework and reading logs, weekly</li> </ul>	<ul style="list-style-type: none"> <li>Parent attendance at conferences</li> <li>Parent attendance at school-wide events</li> <li>Parents completing daily and weekly check-in tools (i.e. progress</li> </ul>



Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	progress reports, etc. <ul style="list-style-type: none"> <li>• Increase parent participation rates in regular check-ins by 1% each year.</li> </ul>	reports, etc)
Student Attendance	<ul style="list-style-type: none"> <li>• Student Attendance rate of at least 95% in Year 1.</li> <li>• Increase Student Attendance rate by at least 1% each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Student records of Annual Average Daily Attendance (ADA)</li> </ul>
Student Attitudes Toward Learning	<ul style="list-style-type: none"> <li>• 100% of students will participate in the student attitudes survey annually.</li> <li>• 100% of students will express positive attitudes toward learning and their abilities to learn.</li> <li>• 100% of students will express positive attitudes toward their ability to apply knowledge and skills learned in school to real-world situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Student Survey Results</li> <li>• Teacher Observations</li> <li>• Parent Observations in Survey</li> <li>• Student Writing</li> </ul>
Student Attitudes Toward College	<ul style="list-style-type: none"> <li>• 100% of students will participate in the student attitudes survey annually.</li> <li>• 100% of all students, including those who will be the first from their family to attend college, will indicate that they plan to attend college.</li> <li>• 100% of all parents and students, including those who will be the first from their family to attend college, will indicate that they are familiar with the college</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Student Survey Results</li> <li>• Teacher Observations</li> <li>• Parent Observations in Survey</li> <li>• Student Writing</li> </ul>

Outcome Area	Year 1 Measurable Benchmarks and Growth Goals	Methods of Assessment
	application process. <ul style="list-style-type: none"> <li>100% of all students, including those who will be the first from their family to attend college, will indicate that they believe in their ability to complete college.</li> </ul>	
Teacher/Staff Satisfaction and Retention	<ul style="list-style-type: none"> <li>100% of all employees will participate in the annual employee satisfaction survey.</li> <li>Opportunities for improvement that are identified in the annual survey will be discussed and addressed each summer.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Employee Survey Results</li> <li>Regular solicitation of feedback of employees through suggestion at weekly meetings, one on one employee status update meetings, suggestion box in office, and suggestion link via website.</li> </ul>

### **Assessment Modifications and Accommodations**

As described in Element 2, Apollo Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to the California Standards Test in accordance with their IEP or Section 504 plan.

### **Role of School Personnel in Ensuring that Student Outcomes are Met**

The leadership and teaching staff of Apollo Charter School will be accountable for student progress on methods of assessment. If a student is not progressing in a manner that is consistent with academic success, timely intervention will be employed immediately. These interventions will primarily offer:

- Immediate assistance in challenging subject area
- Recalibration of individual learning path sequencing
- Opportunities for after school assistance
- Other methods as discussed in the Services to Low Performing Students section

Each Wednesday, Apollo teaching teams will come together during the weekly planning block to collaborate and compare real time and progressive data in order to identify areas of growth and concern. At these meetings, staff will create and implement strategies and interventions accordingly.

### **Role of Parents in Ensuring that Student Outcomes Are Met**

The parents of each student are critical partners in the education of their student and will be critical in supporting the student's progress. Starting at the very first parent orientation meeting, parents will learn what is expected of them as partners in their children's education. Those expectations and any updates will be addressed continually at parent meetings and workshops throughout the year. They will understand the importance of their support in ensuring that their students:

- Attend class regularly
- Complete their homework nightly
- Respect school staff

Parents will support the school in monitoring students' progress on an ongoing basis by:

- Reviewing their students real-time classroom performance through the parent access tool of our Student Information System
- Regularly dialogue with each of their child's teachers
- Review their child's class work and homework

In order to enlist parental support in addressing their child's challenges, parents will be informed as soon as students are not demonstrating adequate progress. Progress of students who are receiving interventions will be communicated to the parents by teachers on a weekly basis.

### **Uses and Reporting of Data for Continuous Improvement**

Below is the plan of Apollo Charter School for collecting, analyzing, and reporting student achievement in a continuous manner. As discussed in the professional development section above, teachers will receive training to develop the expertise needed to use data to understand student challenges and then, based on this data, individualize instruction and learning paths necessary to overcome these challenges.

Student progress towards skill mastery will be documented four times annually in standards-based report cards. Parent-teacher conferences will be held in person at least once per term (four times total; required), at least once via the phone (required), and more often on an as-needed basis. Teachers will share student's academic, social, emotional, and physical progress with parents. Students will be expected to participate in conferences to reinforce their participation in the learning process.

At the beginning of the year, students will be assessed using multiple measures to determine math and English language arts levels. Teachers will meet to analyze all State Testing (STAR, CAT, and CELDT) results of returning students and will meet weekly thereafter to review student scores and progress. At these meetings teachers will determine which students may need more aggressive support, acceleration, or remediation.

STAR assessments will be analyzed once results are received from the state. Once state test results are available, teachers will be provided with a minimum of one day to collectively

review student performance, and to strategize for short and long-range curricular planning. On this day, teachers will analyze school-wide trends and discuss possible solutions to gaps in student achievement.

In addition to formal assessments, teachers will use classroom-based observations and teacher- and school-generated assessments as part of the grading process and to conduct ongoing review of the attainment of all subject state standards. Students will receive a standards-based report card at four intervals throughout the school year during parent conferences. The report card will be tied to daily classroom performance toward achieving state standards and also include social behavior comments, attendance data, and a parent goals report indicating whether the family has progressed in fulfilling his/her school contract.

Teachers and parents will also have access to a dashboard created by Education Elements that will aggregate data generated by all adaptive computer-based learning programs. This dashboard is updated in real time, and provides information pertaining to where student achievement and understanding is in relation to State and Common Core standards for each student.

Apollo Charter School will produce and provide a yearly performance report, The Apollo Charter School Annual Report, to the William S. Hart Union School Board, district staff, and any community members who request a copy. This Annual Report will include, but is not limited to, the following information:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both a charter school-wide basis and disaggregated by reportable subgroups to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies set forth by the Apollo Public Schools Board of Directors.
- Data on the parent involvement in the school's governance (and other facets of the school) and summary data from a yearly parent satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications, including certifications of credentialing, proof of fingerprinting and background checks, and TB testing.
- An overview of the school's health and safety policies and any major changes to those policies during the year.
- An overview of strategies used by Apollo Charter School to strive to achieve a racially, ethnically, and socioeconomically diverse student population.
- An overview of the school's admissions practices during the year. This will include information regarding the numbers of students enrolled, students on waiting lists, and the students expelled and/or suspended.
- Analysis of the effectiveness of the school's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program and administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

Apollo Charter School shall comply with all requests made by the district regarding all curriculum, staff credentials, staff background checks, and fiscal records. The school will comply with requested visitation to enable the district to gather information needed to validate the school's performance and compliance with the terms of this charter. In addition, Apollo Public Schools agrees to and submits to the right of the district to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3, Apollo Charter School shall promptly respond to all reasonable inquiries including regarding our financial records by the district, the Superintendent of Schools, the William S. Hart Union School Board, and the State Superintendent of Public Instruction.

### **School Accountability Report Card**

Annually, the governing board and staff of Apollo Charter School shall produce a School Accountability Report Card that will be available in print at the school site and for download on the website.

- The School Accountability Report Card shall include, but is not limited to, the conditions listed in Education Code Section 33126.
- Not less than annually, the governing board shall compare the content of the School's Accountability Report Card to the model School Accountability Report Card adopted by the State Board of Education.
- The Governing Board shall annually issue a School Accountability Report Card, publicize such reports, issue all parents or guardians a copy, and inform all parents or guardians how additional copies can be attained.

### **Reporting**

In addition to the SARC, the Annual Report, and compliance with all requested meetings and visits, Apollo Charter School also commits to reporting up to date academic, operational, and fiscal performance of the school at least twice annually. Apollo Charter School also commits to timely providing the district and School Board with any additional information as requested. All reporting will be done in formal written fashion and also in a brief presentation to the School Board. This manner and frequency of reporting is not considered an exhaustive proposal by Apollo Charter School, but rather a beginning point of reporting. Apollo is amenable to greater reporting if requested.

## **4. GOVERNANCE**

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

Apollo Charter School will be operated as a school of Apollo Public Schools, Inc., which will be a California public benefit corporation with IRS 501c3 status. Incorporation paperwork has been submitted to and approved by the California Secretary of State in October 2012. Please see attached for our Articles of Incorporation. The corporation will comply with the Brown Act, as it may be applicable to nonprofit governing boards of charter schools. The

corporation will also file Form 990 with the Internal Revenue Service, an annual reporting return that provides information on the filing organization's mission, programs and finances.

The duties of the Apollo Charter School Board of Directors<sup>3</sup> include the following:

- Establish and approve all major educational and operational policies,
- Develop annual goals and long range plans with input from the Hart District leaders, School Principal, Management Team, and other stakeholders,
- Monitor student academic performance and ensure that the school continually adjusts and refines instruction to improve student performance,
- Approve the school's budget and expenditures,
- Oversee the school's fiscal affairs to ensure the school's fiscal health in the near and long term,
- Hire, support, evaluate and terminate the School Principal.

The School Principal of Apollo Charter School will have the usual powers to oversee the day-to-day operation of the school and to ensure that the school is operated in accordance with the terms of this charter. The School Principal will report directly to the Board of Directors.

In an effort to ensure that Apollo Charter School remains a viable and successful entity, we will organize and develop standing committees within the Board of Directors:

#### **Accountability Committee**

- Monitors the school's progress towards all academic and leadership goals as established in our Measurable Student Outcomes,
- Ensures that there are sufficient controls, measures, and supports to reach those goals,
- Examines the school's education program, curriculum and its effectiveness. Recommends changes as necessary,
- Reviews and analyzes the standardized scores of Apollo Charter School.

#### **Development Committee**

- Tasked with creating short and long term fundraising and event goals for Apollo Charter School.

#### **Audit Committee**

- Tasked with the evaluation and hiring recommendation of potential auditor,
- Actual hiring will be ratified by the Board at an official meeting. Reviews finding of the annual audit and makes recommendations for plan of action to address all audit concerns.

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<sup>3</sup> Apollo Charter School will have its own Board of Directors to oversee day-to-day operations and decision-making. This Board (hereon referred to as the Board of Directors) is to be distinguished from the National Board of Directors for Apollo Public Schools, Inc. which will be responsible for overseeing the network of schools.

### **Finance Committee**

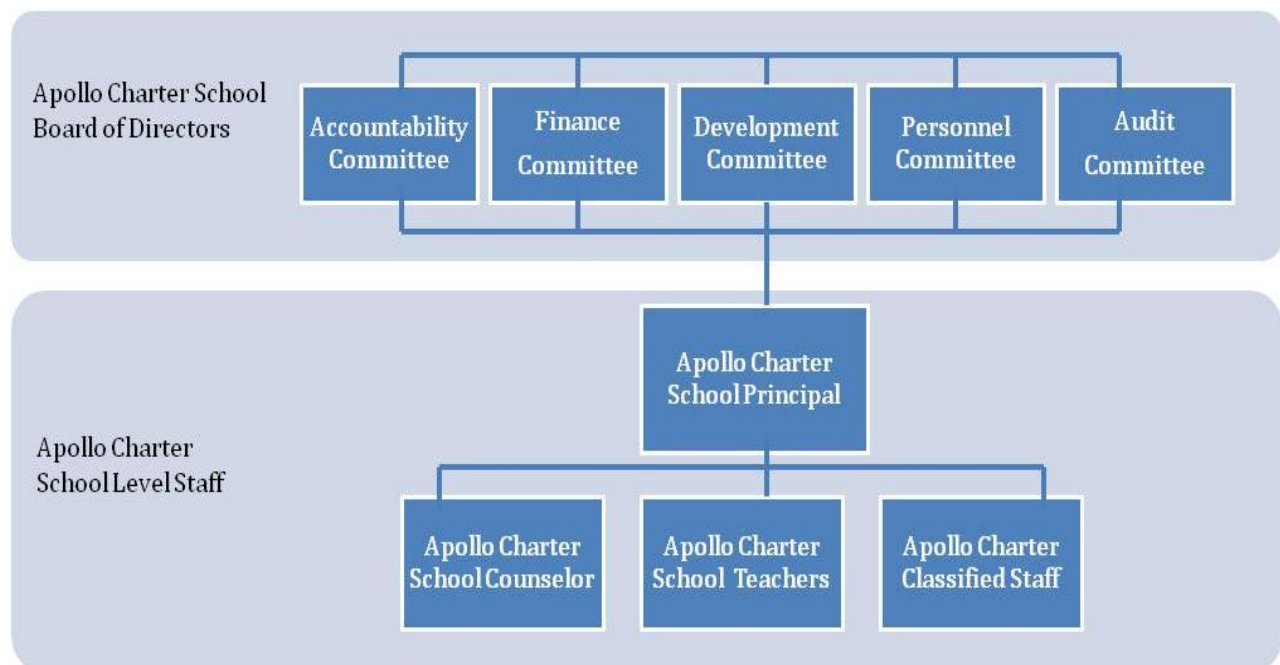
- Assists in the financial oversight responsibilities by recommending policy to the Board, interpreting it for the staff, and monitoring its implementation,
- Monitors the organization's financial records; reviews and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board.

### **Personnel Committee**

- This committee is the only committee that is restricted by membership,
- This committee will be made up of Hart District Leaders, the Executive Director, two current certificated employees and at least one parent. This committee will be established during the fall of the first operating year, and will be responsible for the review and recommendation of potential applicants for open full-time positions.

The Board of Directors will consist of no less than five (5) voting members. Two (2) voting positions on the Board will be reserved for parents of existing Apollo Charter School students and shall be appointed by plurality voting of Accountability Committee. Additional parents may serve on the charter school Board, but those additional parents would be subject to the same nomination and review process as outlined later in the "Filling Board Vacancies" section.

Below is an organizational chart that describes the governance structure:



### **Qualifications of Board of Directors**

The Founding Team believes that Apollo Charter School will be well served when its directors bring to the charter school a variety of perspectives and skills derived from high

quality education, business, community, and professional experience.

Directors should possess the highest personal and professional ethics, integrity and values, and be committed to representing the best interests of our stockholders. They must also have an inquisitive and objective perspective and mature judgment. In absence of a Nominating Committee of the Board, the Founding Team will serve as the initial Nominating Committee to fill all of the board vacancies.

Cultural diversity and strong knowledge of the surrounding community will also be vital in selecting board members. We would consider members who possess one or more of the following:

- Background in law or business operations
- Background in professional development
- Experience with educational technology
- Experience in community outreach and/or public relations

It is the goal of Apollo Public Schools, Inc. to have a Board of Directors of at least 5 members. If this is accomplished, 3 of the members will be appointed to 2 year terms, 2 members will be appointed to 3 year terms, and all parent represented positions will be for 2 years, unless that parent no longer has a child enrolled at Apollo Charter School. This staggering of terms will allow for easier separation of exiting and integration of entering directors.

### **Filling Board Vacancies**

When a position on the Board is vacated either by a board member finishing their term or a board member resigning, the Board will strive to fill that position as expeditiously as possible with a qualified and committed individual. The Board will communicate the vacancy and opportunity by methods such as:

- Free public announcements in local media outlets
- A posting on the announcement area at the school
- Announcement on the school's website
- E-announcement to all individuals who have registered on the website for routine e-updates
- Grassroots word of mouth campaigns

Apollo Charter School will have a Board of Directors Application available for print on our website and available in hardcopy at the school office. Each vacancy will have a three-week window for application submission. At the end of the submission period, the Nominating Committee will review all applications, identify the most promising candidates based on their application content, and invite them for a brief introduction and interview. Based on those interviews, the top two candidates will be placed upon the board agenda and approval of one Director (assuming it is only one position available) will be decided by a simple majority of present voting members (assuming quorum is present).



### **Board Professional Development**

Apollo Charter School believes that the best governing boards continuously developed. Therefore, before the beginning of the school year, Apollo Charter School plans to host the first Summer Board Development Retreat. This will help ensure the Board:

- Fully understands the mission and goals of Apollo Charter School,
- Has a thorough understanding of Apollo Charter School's academic program, educational goals, potential educational challenges, and strategies for success,
- Has a thorough understanding of the annual operating budget and the state fund disbursement calendar,
- Is familiar with the facility and programs that will be offered.

Additional opportunities for the professional development of the Board will be considered throughout the year. Trainings offered by the California Charter Schools Association, the Charter School Development Center, Los Angeles County Office of Education, High Bar and other entities will be leveraged.

APL will comply with all regulations set for in the Brown Act, the Public Records Act, and the Political Reform Act. All meetings will be held at the site of Apollo Charter School, and in a room that allows for public attendance and participation. Meeting agendas will be posted near the front office in plain view of the public at least 3 days prior to each meeting. All materials that will be handed out in the meeting to board members will be available online to all interested parties.

Should any board member not be able to physically attend the meeting, due to circumstances such as business travel, that board member may teleconference in. This option is only allowable if the board member properly posts the meeting agenda in plain sight to the public, and makes their pseudo-meeting location open to members of the public. This option is only available providing that a quorum of members is at the board meeting in person.

Apollo Charter School shall keep adequate and correct records of account and minutes of the proceedings of its Board and committees of the Board. Board agendas and minutes will be available online at Apollo Charter School's website and available for a rolling 12 months. Apollo Charter School shall also provide minutes in hardcopy form for distribution to any person requesting them.

### **Board of Directors Conflicts of Interests**

We will require that all board members and staff members sign and adhere to our Conflict of Interest Policy. We will approve and submit our official Conflict of Interest Policy and Conflict of Interest Code to authorizer at least 60 days prior to opening. Members of the Board:

- Shall receive no payment of honoraria, stipend, health or wellness insurance coverage, or any other form of monetary compensation for their service. Reimbursement for expenses incurred in performance of voluntary Apollo Charter School activities, will be allowed in accordance with School policies, and reported at each board meeting.

- Shall serve Apollo Charter School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School.
- Shall have no direct or indirect financial interest in the assets or leases of Apollo Charter School; any Directors who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Apollo Charter School shall disclose this relationship, refrain from discussing said agenda item, refrain from voting, and shall leave the room until said item is voted on or tabled.

The Memorandum of Understanding between the Hart District and Apollo Charter School will articulate the areas in which the school has autonomy from the District, delineates the roles and rights of the school's different stakeholders - administrators, teachers, staff and parents, including the Board of Directors, and describes the curriculum. As an independent charter school, Apollo has autonomy over staff selection and evaluation and will report results to the School's Board of Directors.

APL will compensate the Hart district for its share of administrative services as per the terms of the MOU. Services to be provided may include the following:

- Student enrollment
- Staff selection and evaluation
- Staff professional development
- Facilities and grounds maintenance
- Custodial services
- Food and nutrition services
- Information technology services
- School nursing services, including health screenings
- Special education and related services
- Liability insurance

### **Founding Team**

The Apollo founding team are diverse in their educational and professional background; what drew us together is the singular desire to provide an exceptional and relevant education to our students. Every member of our founding team has served as a teacher in some capacity, most at the classroom level and later in school and nonprofit leadership; while others at the university level training new teachers and education leaders. We see education through teaching. We see innovation through teaching. We see learning through teaching. While our blended learning component may leverage new technology, our educational philosophy is a classic one. Just as we would teach our students, we are committed to be life-long learners, continuously learning from our neighboring schools and educational research.

With this school, we are also able to build on a wealth of experience in launching high quality schools and national educational ventures. We have a demonstrated track record in

the skill areas that are essential to the successful implementation of our school: including education; school administration; instructional leadership and evaluation; curriculum and assessments; blended learning; nonprofit management; finance; fundraising; governance; human resources; technology; facilities; community engagement; and more.

This work is our passion: we have not only studied educational research, taught in the classroom, and launched high quality schools, we see education through the eyes of our students. In the bios below, you will find that many of us came from a first generation immigrant family, dealt with poverty when we were young, learned English as a second language, but most importantly, we were fortunate enough to have caring teachers along the way and attended public schools that did everything they could so that we can attain a better life for ourselves. We want to make that a reality for our students too.

Our vision for the Apollo School of Santa Clarita is in many ways a culmination of our educational and professional paths. Our founding team demonstrates the capacity to successfully implement the program described in the charter. Below are highlights of our collective experience:

- Developed the academic and financial blueprints; charter petitions and business plans that received unanimous approval from a state charter school board for 10 charters in a highly competitive state- and nation-wide application process,
- Over 70 years of collective experience in instructional and school leadership, positions held include Superintendent, Principal, Vice-Principal, Department Head, Instructional Coach, Mentor Teacher, Special Education Teacher, Math Teacher, English Teacher, Social Studies Teacher and more,
- Core members of founding team and our previously designed educational model have been rigorously vetted and selected by the Bill and Melinda Gates Foundation (\$100K pilot investment), The Mind Trust (\$1M award through a four-month national selection process that included fifteen education, finance, and school-governance experts from across the country) and the Charter School Growth Fund (a nonprofit that invests philanthropic capital in the nation's highest performing charter school operators),
- Serves as development director of two nationally recognized education nonprofits, leading the expansion of philanthropic funding base by more than twenty-fold, from \$200K in 2010 to \$5M in 2012 during the worst economic crisis in recent decades,
- Managed revenues upwards of \$24M, originating and overseeing all of the organization's expense policies, and the management of high-end contracts for services rendered to more than 10,000 children,
- Serves as chief learning officer for schools that have scored a perfect 10 out of 10 on the API Similar School Rank,
- Teaches at the Harvard Graduate School of Education and served as eleven-year faculty member of Harvard Business School,
- Served as Mayor managing the daily functions/operations of 22 city departments/utilities, major building projects and infrastructure improvements,
- Led site-based implementation of two summer pilots of the blended learning model for over 500 students and attained positive academic results,

- Developed and led implementation of a state-approved, week-long professional development program for 600 educators across two states,
- Provides reliable, efficient and cost-effective financing and facilities solutions to more than 200 charter schools,
- Served as local education foundation program officer and CEO, and senior associate with a national education reform nonprofit.

Below please find bios of our founding team:

### **Dr. Nury Arrivillaga**

Nury Arrivillaga is currently our candidate for the School Principal. Nury brings to Apollo Public Schools a commitment to high quality education, and the experience and skills necessary to accomplish it. Nury has 16 years of experience in education and instructional leadership, having served as Access to Core Coach, Teacher Trainer, College Board Consultant, Algebra Teacher and Vice Principal. Nury's strengths are closely compatible with the educational philosophy of Apollo Public Schools: driving instruction through data and research.

In leading the development and writing of a successful Public School Choice plan in Los Angeles, Nury was able to envision, develop and implement an instructional program to accelerate achievement and engage students in the learning process. Nury currently serves as an instructional coach in a large school district, overseeing the professional development of over 60 teachers. In this position, she provides instructional support to teachers in the classroom and planning of lessons. Furthermore, she serves as an AVID coordinator which provides her with the opportunity to provide parent workshops, create a college-going culture, oversee student discipline and act as a liaison between the school, district and county educational office.

Nury's experience has ranged from being a paraprofessional, classroom math teacher, high school administrator and instructional coach that requires her to know adult teaching pedagogy. Nury has been successful working with teachers, parents, students and district officials to work towards a common goal.

Nury graduated from Pacific Oaks College with a B.A. in Human Development with a focus of how children learn, M. Ed. From UCLA's Principal Leadership Institute with an administration credential, and earned a Doctorate in Education from University of Southern California with a focus on k-12 Leadership.

Nury grew up in El Salvador and came to this country having to learn a new language and culture. As an English Learner, she sees the value and need of a strong educational program that supports all students. Nury was able to chart a path towards leadership despite dropping out of high school when she discovered she was pregnant at age 15. Her daughter is now a college graduate and Nury believes that a solid, supportive and strong education gave her and her family an opportunity to succeed. She now works towards providing the same opportunities and experiences that allowed her to succeed.

## Johnny Jin

Johnny Jin is the Co-Founder of Apollo Public Schools. Growing up lacking most necessities that families in developed countries take for granted, Johnny sees education as a social phenomenon, one that is closely linked with family life, the broader community, and the world at large. Among the many reasons his family moved to the US, education was at the top. More precisely, a public school education, a necessity that is often taken for granted.

At the age of eleven, Johnny arrived at his first public school in the US. That first teacher he had transformed his life. She helped him learn a new language, provide a shelter from the turmoil at home, and even secretly handed him a brand new dictionary to keep. While his parents were making barely enough to keep food on the table, Johnny stayed in school and found a few adults who cared. Along the way, he developed a deep appreciation for the power of teachers and teaching. Johnny went on to attend UC Berkeley and because his family could not afford the full four years of tuition, he graduated in two years with a Bachelor's Degree in Economics.

It was an incredible privilege that he was able to return to the classroom after graduation, as a high school English teacher. Johnny delivered a blended learning program (Read 180) and helped his students grow by two grade levels in a single school year according to the Lexile Reading Inventory Test. There, he worked with kids who faced incredible challenges and helped them make a path forward, like those teachers did for him.

Prior to the founding of Apollo Public Schools, Johnny helped found a network of blended learning charter schools (George and Veronica Phalen Leadership Academies<sup>4</sup>) by leading the development of charter petitions, academic and financial blueprints which were unanimously approved by the Indiana Charter School Board in an unprecedented move granting 10 new charters to a first time applicant. Through that experience, Johnny demonstrates the following capacity in founding high quality charter public schools:

- Transformed a vision for high quality education into a state-approved education plan,
- Led team in creating a comprehensive charter petition rigorously vetted and unanimously approved by a state charter school board,
- Developed a sustainable financial model and budget for the network of schools and in leading fundraising efforts for the schools, exceeded the financial goals outlined in the budget,
- Led founding team in the areas of educational and financial models and prepared board of directors in two rounds of capacity interviews with the state board; multi-tiered vetting process with the Charter School Growth Fund, the nation's premier investor in high quality charter schools; two rounds of capacity interviews with The Mind Trust during a four-month national selection process that included fifteen education, finance, and school-governance experts from across the country,

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<sup>4</sup> Apollo Public Schools is currently a ***separate and confidential*** endeavor and organization from the Leadership Academies, the current employer of certain members of the founding team. Apollo Public Schools is incorporated as its own 501(c)(3) nonprofit organization.

- Secured Planning Grant (\$203,000) from Public Charter Schools Grant Program by attaining an average reviewer score of 98 on the Leadership Academy application,
- Played key role in operationalizing key components of the charter, including the implementation of the blended learning pilot, development of the school facility, school technology, corporate partnerships, compliance with state requirements, staff recruitment and compensation.

During the same time Johnny advanced the charter school network, he also served as the Director of Development. In that capacity, Johnny was directly responsible for expanding the nonprofit's philanthropic funding base more than twenty-fold, from \$200,000 to \$5,000,000 in just two years and the worst recession in recent memory. He secured highly competitive contracts and awards from the California Department of Education, United Way, Chicago Housing Authority, Corporation for National and Community Service, and more. Johnny earned a Master's Degree in Education Policy and Management from Harvard. Johnny firmly believes public education can transform lives, and that is exactly what Apollo intend to do for the next generation of youths.

### **Michelle Ciccone**

Michelle Ciccone is the Co-Founder of Apollo Public Schools. Michelle brings to Apollo Public Schools a history of and dedication to putting research into practice in educational settings. Her particular area of expertise is in building learning environments that truly speak to the needs of a 21st century reality. As a key architect and Founding Board member of a network of charter schools in Indiana, Michelle has bridged the gap between research and practice to build innovative educational models.

Michelle currently serves as the Strategic Initiatives Manager at a national nonprofit organization. In this role, Michelle transformed a vague vision of using technology to aid instruction into a reality, and led the design and implementation of a highly effective and replicable blended learning model, for use during both the school year and a summer learning program. Michelle led two pilot programs, first in partnership with the Indiana Department of Education to serve 25 10th and 11th grade students, and the following summer in partnership with the Gates Foundation to serve 500 K-8 students across two sites. In connection with this major initiative, Michelle:

- Articulated the educational philosophy and goals in adopting a blended learning model;
- Designed the daily, weekly, and quarterly schedule for students and teachers;
- Researched, selected, and developed relationships with online curricula vendors;
- Drafted job descriptions for the staff needed for this altered model;
- Organized the professional development for staff using the online curricula;
- Built consensus among program leaders, site staff, and the national office to ensure buy-in and implementation fidelity;
- Conducted site visits to ensure quality and fidelity to the model, to troubleshoot issues, and to cull lessons learned; and
- Led the analysis of student-, classroom-, and site-level data.

In addition, Michelle has led organizational expansion into a new region (Southern U.S.) and the design and implementation of a week-long professional development program for 600 educators across two states. In this capacity, Michelle has built strong relationships with partners across districts, foundations, and educators, and designed effective programs by back-mapping from the end goals.

Michelle graduated from the University of Pennsylvania's Graduate School of Education with an M.S. Ed. in Education Policy, and from Vassar College with a B.A. in English. While at Vassar, Michelle also earned her certification in secondary English education, and served as a classroom teacher at a small urban high school. It was in her 10th and 12th grade classrooms that Michelle first experienced how difficult and rewarding it is to translate one's theory into classroom practice.

Michelle believes that all children deserve an education that is globally-minded and enriching. Her global awareness was awakened by the two years she spent in Rome, Italy with her family as a child, which has also led to a love of travel. As a college student, Michelle spent time in Eastern Europe, including as an English language teacher in Slovakia and Romania and as a student in St. Petersburg, Russia. A lifelong musician, Michelle continues to play her bassoon with a Boston-area orchestra.

### **Jon Deane**

Jon Deane is the Chief Information Officer for Summit Public Schools. In Jon's eight years with the Summit organization he served in a variety of roles prior to becoming the CIO- as a math teacher, as the CFO of Summit Prep, and as the founding Executive Director of Everest Public High School. In this capacity, Jon saw first-hand the positive impact of delivering a blended learning model for the student populations we are committed to serve.

Serving low-income students in California, Summit Public Schools was named one of Newsweek's 10 Most Transformative Schools as well as one of the best high schools in the nation. Its schools have scored a perfect 10 out of 10 on the Similar School Rank for 2009. As a result, 96% of Summit Prep graduates have been accepted to at least 1 four-year college or university.

Jon is deeply committed to developing next generation learning environments for all students, and to creating information systems that allow all of our stakeholders to better access information about our students and our schools. Jon received his BA in Economics from Stanford University, and also received a Master's in Education from the Stanford Teacher Education Program. Prior to joining Summit Public Schools, Jon spent seven years as a CPA in the private sector.

### **Dr. Keith Roberson**

Dr. Roberson has worked for over 20 years in education. Currently, Dr. Roberson is a Master Support Coach for the Partnership for Los Angeles Schools. In that role, he provides support for teachers who are challenged and having difficulty in the classroom. He is also an Adjunct Professor at the University of Phoenix (UOPx). Dr. Roberson have held positions such as: Principal, Vice-Principal, Department Head, Mentor Teacher, and Special Education

Teacher in the past. These experiences have enabled me to gain insight to a successful learning program from many different perspectives.

Dr. Roberson has earned a Doctorate in Organizational Leadership (Pepperdine University), a California K-12 Multi-Subject Teaching Credential, and an Administrative Services Credential. His past positions as Lead Faculty and Area Chair in the College of Education at UOPx, has allowed him to be on the "frontline" of curriculum development. He was also a member of the Academic Council and Advisory Board at UOPx, where his responsibilities included leading Content Area Meetings, supervising Student Teachers and training new faculty members. Some of the courses he teaches include Educational Methodologies & Theory, Educational Strategies, Lesson Planning & Design, The Art & Science of Teaching, and Student Teaching Seminar. Dr. Roberson's goal is to utilize his skills to create opportunities for others, and build high performing organizations. As a learning professional and organizational development consultant, Dr. Roberson also observes and analyzes individual and team performance to identify improvement opportunities, design custom job aids and implement enterprise-wide learning solutions.

### **Bob Saffold**

Bob Saffold is vice president of the Smarter Learning Group. Prior to joining the firm, he served as chief operating officer of National Summer Learning Association in Baltimore, MD. He helped lead the organization, formerly the National Center for Summer Learning at Johns Hopkins University, through its formal spin-off from the university and its launch as a fully independent, national nonprofit. During his tenure at the organization prior to its spin-off, he also served as its resource development director and as part of the university's renowned development office team.

Saffold has extensive experience in nonprofit and public sector leadership, including program development and implementation, budgeting, operational planning and management, and strategic planning. He brings to the firm substantive expertise in education policy and reform, including expanding learning opportunities for children and youth during out-of-school time. He also brings deep knowledge of organizational development and institutional dynamics, both within and across the public and nonprofit sectors. In addition to his tenure with the National Summer Learning Association, Saffold has served as a classroom teacher, school district administrator, local education foundation program officer and CEO, and senior associate with a national education reform nonprofit based in Washington, D.C. He has a B.A. from Wofford College, a master's degree in education from the University of South Carolina, and a master's degree in policy development and program evaluation from Vanderbilt University.

### **Mary Anna Noveck**

Mary Anna has over 22 years of experience as an educator and instructional leader in the Santa Monica Unified School District, working as a classroom teacher, mentor, teacher leader, and administrator. In her role as an assistant principal, she managed meeting the day-to-day needs of K- 5 students while collaborating with families, teachers, and support staff. During her six years at the Will Rogers Learning Community, she collaboratively developed the strategic action plan to build a strong Science, Technology, Engineering, and



Mathematics (STEM) instructional program with a focus on teaching and learning in the 21st Century. In addition, the school was a recipient of the 2010 Title 1 Academic Achievement Award. In 2011, Mary Anna traveled with a team from the Imagine1day nonprofit organization to open a new primary school in Ethiopia working in partnership with the Ministry of Education. Mary Anna is currently a doctoral student in the Global Executive Education Program at USC's Rossier School of Education. She received her Master's Degree in Education through UCLA's Principal Leadership Institute in 2004.

### **Sheila Brillson**

Sheila has a passion for education and community service that was deeply ingrained into her existence by her immigrant parents. With a career that began as a teacher in the public schools, Sheila brings operational expertise and diverse management experience to the organization. As a mother of five, she was a neighborhood organizer before becoming an elected official for 16 years including 2 terms as a mayor of Michigan City, Indiana. She has worked for the State of Washington managing state programs and most recently served as Operations Director for the Critical Junctures Institute at Western Washington University. As a two term mayor of Michigan City, Indiana, Sheila's work in economic development produced outstanding results. She co-founded an economic development corporation which serves as a chief job creation engine in northern Indiana. The efforts encouraged record investment into the local and regional manufacturing sector, resulting in many new family wage jobs for northern Indiana families. Recent work in Washington State government focused on services for the unemployed and underemployed with a focus on at-risk populations, veterans and youths. Sheila has a BA from John Carroll University and an MA from Valparaiso University.

### **Dr. Monica Higgins**

Monica Higgins joined the Harvard faculty in 1995 and is a professor of education at the Harvard Graduate School of Education (HGSE) where her research and teaching focus on the areas of leadership development and organizational change. Prior to joining HGSE, she spent eleven years as a member of the faculty at Harvard Business School in the Organizational Behavior Unit. Her book, *Career Imprints: Creating Leaders Across an Industry* (2005) focuses on the leadership development of executives in the biotechnology industry. In education, Professor Higgins is studying the effectiveness of senior leadership teams in large urban school districts across the United States and the conditions that enhance organizational learning in public school systems. In addition, she has a study underway that examines entrepreneurship in education. While at Harvard, Professor Higgins' teaching has focused on the areas of leadership and organizational behavior, teams, entrepreneurship, and strategic human resources management.

Professor Higgins has also taught in leadership programs for The Broad Foundation and for New Leaders for New Schools. Before academia, she held marketing and organizational consulting positions at American Express Travel Related Services, BankBoston, Bain & Company, and Harbridge House. Professor Higgins earned her A.B. in policy studies with a focus in organizational behavior from Dartmouth College, her M.B.A from the Amos Tuck School of Business Administration, her M.A. in psychology from Harvard University, and

her Ph.D. in organizational behavior jointly from the Harvard Business School and the Harvard University Graduate School of Arts and Sciences.

### **Elisabeth Jackson**

Elisabeth has over 18 years of professional experience within organizations whose mission is to provide transformational services to at-risk youth. She is currently serving as the board member of Bridge Over Troubled Waters, a nonprofit organization dedicated to transforming the lives of runaway, homeless, and high-risk youth through safe, supportive, and encouraging relationships and effective and innovative services. Most recently, Elisabeth served as the Accounting and Purchasing Manager for the nonprofit organization BELL (Building Educated Leaders for Life). Her responsibilities included, but were not limited to, cash management of revenues upwards of \$27 million, originating and overseeing all of the organization's expense policies, and the management of high-end contracts for services rendered to more than 10,000 children. Elisabeth has a Master's degree in Human Service Management from the University of Massachusetts Boston.

### **Ron Fairchild**

Ron Fairchild is the founder of the Smarter Learning Group. Prior to starting the firm, Ron served as CEO of the National Summer Learning Association. The Association's work built on over 15 years of experience and success as the National Center for Summer Learning at Johns Hopkins University, where Fairchild was executive director from 2002 through 2009. Under his leadership, the organization grew from a local program to a national intermediary organization that works with a 50-state network of more than 5,000 summer learning program providers that collectively serve more than 2 million young people annually.

He is widely recognized as a national authority on how to expand learning opportunities for young people. Fairchild has authored numerous publications and speaks regularly on topics related to public policy, research, and models of effective summer learning programs. His frequent appearances in the media include segments on NPR, CNN, C-SPAN, NBC Nightly News, and the CBS Early Show.

His background in education and youth development includes serving as director of education programs with the national office of Boys & Girls Clubs of America, and as an education associate with the Public Education Network in Washington, DC. He is a former classroom teacher with experience teaching both middle and high school students. Fairchild earned a bachelor's degree in political science and history, as well as a master of education degree from Vanderbilt University.

In sum, we demonstrate the capacity to leverage the core levers for success:

### **Quality of Staff**

- As highlighted in this section, our principal candidate is a proven instructional leader whose background is closely compatible with our target student populations,

- Our team possesses the knowledge, process, and experience in selecting a high quality instructional staff and we are also very excited to partner with the Hart district to access, screen and select high quality candidates,
- We have a founding team with a strong track record in launching blended schools and national educational ventures,
- We have a founding team with proven expertise in both educational and operational leadership.

### **Blended Approach**

- Our founders and approach have been rigorously vetted, and deemed likely to succeed by a state board of education and some of the nation's most highly selective educational investors,
- We have delivered a blended learning program that produced positive academic gains,
- In working with national experts in the blended learning field, such as the Charter School Growth Fund and Summit Public Schools, we are able to leverage years of research and decades of experience of other blended schools that have delivered exceptional results for students who are traditionally underrepresented, economically disadvantaged, English Learners.

Finally, as a charter school and a new initiative, we possess the autonomy and flexibility that enable this model to be implemented and implemented successfully for vulnerable students in the Hart district.

### **Measures to Ensure Family Involvement**

Apollo will implement a system of measures to ensure family involvement. At the beginning of the school year, our teachers will not only make a warm welcome phone call home to each parent, they will also provide each family the opportunity to describe their student's academic needs and mutually set goals together. One of the focus areas of the pre-service training for teachers is effective parental engagement, which will be delivered by the School Principal, teachers, and other successful practitioners. There will be several opportunities for goal-setting with families: in the enrollment application, during the parent orientation, phone calls home, parent-teacher conferences, and other school events.

Embedded in our school model are numerous student showcase opportunities that motivate parents to stay engaged. These opportunities include global entrepreneurship project presentations, field trips to universities, career fairs, and more. On a monthly basis, our teachers are required to provide parents a progress report of their child's performance. The progress reports will be delivered in several ways, by mail, in person at conferences, and once our IT system is fully developed, they will also be available electronically through a secure, password-protected server.

In addition, we will create a Parent Organization (PO) that will serve as the method of organizing and involving parents through opportunities such as leadership positions, Board involvement, fundraising coordination, and volunteering opportunities. The PO will be open to all parents of currently enrolled students. There will be no charge to be a

member, and Apollo Charter School will help coordinate regular PO meeting times and dates, and assure that the meetings are held at hours which are likely to be most convenient for the majority of parents to attend.

Parents will also be encouraged to participate on the standing committees of the Board as well as any other committees that may be created. Volunteer opportunities will be available to parents throughout the year, from assisting around campus to helping teachers in the classroom. Parent volunteers that assist in the classroom will always be in the presence of a credentialed teacher. All parent volunteers will be required to submit to proper fingerprinting and background checks.

We have established a Family Involvement and Volunteer Commitment (FIC) that communicates the expectation for our families to have at least one meaningful contact with their child's education every month. We understand that family engagement is not just about family involvement: a family can be involved but not engaged, and engaged but not involved in the traditional sense of attending school events. We also understand and are familiar that certain families we will serve may find it very difficult to fulfill "hour" requirements due to their job or economic situations. Therefore at Apollo, we use the concept of meaningful contact to address the needs of our families while still retaining high expectations for family engagement. Meaningful contact can take the following forms:

- Engaging in a phone conversation with a teacher (whether the call is initiated by the teacher or the parent)
- Checking their student's progress by accessing the learning management portal
- Meeting with a teacher (whether formally or informally scheduled)
- Demonstrated contributions to students' project-based assignments
- Attending student work showcase events
- Attending 21st century career fairs
- Completing parent surveys
- Participating in a focus group
- Participating in the parent orientation
- Volunteering at the school (Subject to volunteer screening methods as explained in Element 5)
- Participating in field trips
- Serving on Boards or Committees
- Participating in parent Committee meetings
- Attending parent focused training classes and other meaningful engagement opportunities as available.

As we shared earlier, we offer many of these opportunities multiple times during a given week so we do not expect that our FIC will pose a prominent challenge for our families. In fact, many meaningful contacts are initiated by teachers and other school staff, as that is part of our staff expectations.

This commitment will be communicated to parents in enrollment documents, at orientation, in regular parent communications (newsletters, emails, website, etc), during

parent meetings, and other times throughout the school year. The FIC is considered a "family" commitment, so any family member or guardian, age 18 or over, would qualify.

Our personnel will track parent participation in a secure central system. Inability to meet FIC will in no way affect their child's enrollment status. As the goal of the FIC is to set a standard for parental engagement, in much the same way we set standards for students and staff, we are focused on positive reinforcement, not punitive measures. In the very rare case that a family cannot participate in any of the aforementioned meaningful contacts, our school leadership team and teachers will work together to develop equally meaningful engagement opportunities that may include meetings at more convenient times, online or virtual participation, and community gatherings. Ultimately, our parent engagement plan will create a culture where every family feels they are valued, involved, and making a difference in their child's education.

### **Potential Civil Liability on Authorizer**

The School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and taxation Code Section 23701d. Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the School or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law.

The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the School. Further, the School and District shall enter into a memorandum of understanding, wherein the School shall indemnify District for the actions of the Charter School under this charter. The corporate bylaws of the Corporation shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts will be determined by recommendation of the District and the School's insurance company for schools of similar size, location, and student population.

The District shall be named an additional insured on the general liability insurance of the School. The School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the District shall have no responsibility for such items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and Apollo shall hold the District harmless from any such losses. Apollo will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution. The School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- The School is subject to District oversight,

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of the Charter School,
- The District is authorized to revoke this charter for, among other reasons, the failure of the School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

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

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

The School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to the School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice. In addition, if an allegation of waste, fraud or abuse related to the School operations is received by the District, the School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost.

## **5. EMPLOYEE QUALIFICATIONS**

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

### **Assurances**

APL agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. The school will conform to the legal requirement that all core subject and college prep teachers shall be considered "Highly Qualified" according to NCLB, and hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As stated in CA Education Code 47605, APL reserves the right to exercise its Legislature given flexibility with regard to those teachers in non-core, non-college preparatory courses.

APL will maintain current copies of all teacher credentials and will be made readily available for inspection. If employed, paraprofessional employees (TAs) may assist with instruction and will also meet the minimum NCLB requirements. APL will utilize resources

for active recruitment of fully credentialed teachers such as EdJoin, the California Charter School Association, the Charter School Development Center, Careerbuilder.com and other local vehicles.

APL shall not employ a person until the Department of Justice completes its check of the state criminal history file as set forth in Ed. Code 44237.

APL will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

### **Staff Selection**

There is an ever expanding body of research that demonstrates the importance of teachers to a student's education achievement. Indeed, "the effect of increases in teacher quality swamps the impact of any other educational investment, such as reductions in class size" (Goldhaber, 2009). Remarkably, having a high quality teacher can substantially offset or even eliminate the socio-economic achievement gap (Rivkin, Hanushek and Kain, 2002).

That is why APL will implement a rigorous, multi-tiered teacher selection process. We look for teachers who demonstrate subject matter competency in their educational and professional background; and the ability to consistently model and share their content knowledge with students and colleagues. The following outlines the steps in our selection process:

1. Resume Review
2. Phone Interview (possibly two rounds)
3. In-person Interview/Demonstration Lesson

The applicant's submitted resume is first screened for minimum qualifications, including educational and credential requirements. Those that meet the minimum qualifications are screened for fit with position. Fit is demonstrated by mission alignment, current and past experiences. We place great value on demonstrated record of accomplishments that can be quantified or described specifically, not just general job descriptions. We look for people who have achieved results.

Following a discussion among the School Principal, the Founders and district leaders, we extend phone interviews to candidates that passed the resume review. The phone interviews are focused on the ability for the candidate to articulate his/her professional qualifications and position fit. We look for specific examples in the candidate's background to demonstrate a particular skill set. Each phone interview will be conducted by a combination of individuals including the School Principal, one or both Founders, one or more Board Member with expertise in instruction and instructional leadership. A possible technique we will use is a "case study" discussion in which the candidate will view a webinar that outlines the school's educational model and respond to questions about their fit and background with regard to components of the school model. The interviewers will

convene and decide whether a second phone interview is needed or a decision can be made about whether to move the candidate forward.

The final stage will be an in-person interview with a combination of individuals including the School Principal, one or both Founders, one or more district leaders, one or more Board Member with expertise in instruction and instructional leadership. During this stage, the candidate will be asked to present a sample lesson in their designated subject, with the interviewers acting as students. Not only will this provide an opportunity to see the candidate working in their desired position, it will also help us gauge the degree to which the candidate is fluent with our educational model and standards-based instruction.

We have adopted the International Society for Technology in Education (ISTE) standards for teachers. As part of the screening process for fit with educational philosophy, we will look for demonstrated beliefs and attitudes in candidates and how well they align with the following standards:

1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Design and Develop Digital Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning.
3. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

We will also continue to analyze the skill sets that we screened in the previous rounds, with emphasis on those skills for which we have an incomplete view. Finally, the performance from every round will be taken into consideration for a hiring decision. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates will be completed for selected candidates.

### **Job Descriptions**

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.



## **School Principal**

Please see Element 4 and attached resume for a description of School Principal. Our candidate demonstrates an exceptional track record in instructional leadership, teaching and school leadership. Our School Principal meets or exceeds the following qualifications and demonstrate the capacity to serve in this role.

### **Responsibilities**

- Provide day-to-day leadership of the school;
- Create an effective team responsible for attaining school goals and committed to achieving excellence;
- Lead teachers and school staff in developing a school culture and family relationships that promote the school's mission and values;
- Develop leadership team and leadership capacity to support school success;
- Continually monitor progress across all measures of school and staff performance;
- Recruit, select, and hire all school staff, including teachers and school-based support staff;
- Oversee development and implementation of personnel policies and actions;
- Set standards for student achievement; monitor progress of all students;
- Work with teachers to continually assess and evaluate teaching performance and results;
- Work with parents to achieve maximum involvement in support of student performance and success;
- Ensure that a focus on continuous improvement addresses the achievement of all students;
- Provide instructional leadership to advance proven teaching and learning practices;
- Observe classes regularly;
- Lead data-driven discussions about student performance;
- Supervise and mentor teachers in collaboration with instructional leadership;
- Design professional development plans and programming for individual teachers to address deficits, build on strengths, and become more effective, more successful team members;
- Coordinate administration to students of all standardized evaluations including six-week assessments, CST tests, CELDT and national norm referenced exams;
- Oversee all programs, services and activities to ensure that program objectives are met;
- Ensure compliance with full scope of government regulatory requirements;
- Manage student recruitment and enrollment process;
- Ensure a safe and orderly environment;
- Work with the shared services team staff and other school leaders to optimize school operations;
- Develop budget in collaboration with Executive Director and Board of Directors;
- Manage and implement board-approved budget at the school level;
- Ensure compliance with APL, State of California, and fiscal policies and requirements;
- Present matters to the board as requested;
- Develop and maintain positive community, parental and academic relationships;

- Teach as needed.

### **Qualifications**

- A demonstrated belief that all children can learn at high levels, regardless of entering ability;
- Demonstrated record of instructional leadership as a principal, assistant principal or instructional coach;
- Demonstrated success teaching students in underserved communities;
- Demonstrated success developing school programs and school culture;
- Demonstrated success managing staff through planning, motivating, rewarding, and providing targeted feedback and professional development;
- Articulate, professional demeanor with strong self-confidence and initiative;
- Believe that education is not just about mastering basic skills, but also about character development and the development of critical thinking and problem solving skills;
- Understands that "digital natives" (as 21st century students are) are entering a rapidly changing world, and so schools must speak to the issues that are truly relevant for full citizenship in the 21st century;
- Considers it essential and necessary to use modern technologies and new modes of communication in learning;
- Feeds his/her professional hunger by keeping current on issues in education and reading the latest literature being produced in education research;
- Craves a collaborative professional environment where educators observe each other's practice and engage in professionally productive dialogue and development on a weekly and daily basis;
- Master's Degree or higher;
- State certification preferred;
- ESL certification preferred;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- Bilingual Spanish preferred.

### **Counselor**

#### **Responsibilities**

- Support the School Principal in providing day-to-day leadership of the school;
- Project and encourage a positive, cooperative atmosphere within the school and seek to motivate all staff toward the fulfillment of the school's mission;
- Promote curriculum improvement and ensures that instructional programs and courses are implemented within California Standards;
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes;
- Supervision and evaluation of assigned teachers;
- Maintain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and 21st century citizenship;
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law;

- Maintain communication with the student body in regular meetings and interactions;
- Develop a program of orientation and acclimation for all new students;
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, e.g. career exploration, field trips, service learning, etc.;
- Coordinate student enrollment, programming, and maintenance of cumulative records; Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents;
- Submit all reports required by state, authorizer or other regulatory agency;
- Evaluate the general condition and needs of the school facilities;
- Teach as needed;
- Cover for the School Principal as needed.

#### **Qualifications:**

- A demonstrated belief that all children can learn at high levels, regardless of entering ability;
- Experience in high school teaching and leadership;
- Experience with differentiated instruction and alternative assessments;
- A track record as a successful and progressive educator;
- Resolve problems and make effective decisions under pressure;
- Excellent interpersonal skills;
- Believe that education is not just about mastering basic skills, but also about character development and the development of critical thinking and problem solving skills;
- Understands that "digital natives" (as 21st century students are) are entering a rapidly changing world, and so schools must speak to the issues that are truly relevant for full citizenship in the 21st century;
- Considers it essential and necessary to use modern technologies and new modes of communication in learning;
- Feeds his/her professional hunger by keeping current on issues in education and reading the latest literature being produced in education research;
- Craves a collaborative professional environment where educators observe each other's practice and engage in professionally productive dialogue and development on a weekly and daily basis;
- Master's Degree or higher;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- State certification preferred;
- ESL certification preferred.

#### **Co-Founder and Executive Director (Johnny Jin, MEd)**

Please see Element 4 and attached resume for a description of our Co-Founder and Executive Director. The selected individual, also the co-founder, demonstrates an exceptional track record in development, fundraising, nonprofit management and

organizational growth. Our Executive Director meets or exceeds the following qualifications and demonstrate the capacity to serve in this role.

### **Responsibilities**

- Provide the leadership, vision, and strategic direction for the school in partnership with district leaders and Board of Directors;
- Develop and execute a strategic development plan that will maximize the organization's financial support and future impact, including through individuals, foundations, venture philanthropy, corporations and government grants;
- Develop and oversee the process of identifying and cultivating new funding sources, including devising the strategy and building the infrastructure to capture and manage new funding streams;
- Oversee the grant-writing process - including identifying sources, writing proposals and reporting - by managing the coordination between the development, programming and financial teams;
- Developing a culture of philanthropy throughout the organization; helping staff understand how to recognize prospects and participate in the process of moving prospects and donors through the development cycle;
- Collaborate with the program teams and other senior leaders around the conceptualization and crafting of new program ideas;
- Oversee the fiscal health of the school for effective operation and long-term sustainability, including management of the operational budget and development of adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support);
- Ensure operational integrity of the school including satisfactory and proactive compliance with all applicable laws, regulatory reporting;
- In collaboration with Co-Founder, recommend hiring, supervision, professional development, evaluation and dismissal of personnel to the Board;
- Work with outside counsel to support the legal needs of the organization;
- Follow all aspects related to funding, reporting and regulations associated with charter schools.

### **Qualifications**

- A demonstrated belief that all children can learn at high levels, regardless of entering ability;
- Proven record in launching new ventures or major initiatives;
- Proven record of securing public and private funding, preferably in the area of charter schools, that exceeds \$1M;
- Exceptional interpersonal and superior written and oral skills; the ability to understand and translate information for all audiences; clarity, crispness, and elegance in writing and speaking;
- Acutely understands the perspectives of others and has the ability to build, maintain and leverage strong, authentic, and enduring relationships with external/internal stakeholders;
- Can create and deliver compelling formal and informal communications about the organization, mission, and goals, and has a mature presence;

- Skilled in ability to convey complex ideas through brief, simple materials;
- Demonstrates experience and credibility when presenting materials to external audiences;
- Excellent planning and execution skills; achieves strategic goals in a well-organized fashion while possessing high energy, creativity and imagination; can evaluate priorities to maximize the use of resources and return on investment;
- Has the ability to operate with purpose, urgency, and accuracy in a fast-paced, entrepreneurial environment;
- Has the ability to think critically and innovatively to drive development strategy and efforts to new heights;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- Bachelor's Degree required; a Master's Degree in related field is preferred.

### **Co-Founder and Director of Innovation (Michelle Ciccone, MEd)**

Please see Element 4 and attached resume for a description of our Co-Founder and Director of Innovation. The selected individual, also the co-founder, demonstrates an exceptional track record in program implementation, blended learning and educational research. Our Director of Innovation meets or exceeds the following qualifications and demonstrate the capacity to serve in this role.

### **Responsibilities**

- Lead network-wide innovation efforts in support of APL's regions and schools;
- Oversee implementation of pilots of innovative learning models or strategies and analyze pilot results to refine and improve instruction;
- Enable local, grassroots innovation to have a broader impact by identifying what's working and helping to catalyze and disseminate it;
- Develop research reviews summarizing key findings and transforming findings into actionable strategies that teachers can use;
- Drive ongoing insight via research and analysis that feeds APL's innovation pipeline;
- Educate staff on relevant research that informs our work through organization wide communication, regular monthly meetings, trainings, and other venues;
- Collaborate with Co-Founder and School Principal to drive the continuous development of a coherent APL learning program, culture and related practices across all content areas and learning levels;
- Oversee creation and implementation of all survey tools used to measure the impact of programs;
- Author and publish reports for internal and external stakeholders to communicate the impact of APL;
- Ensure the effective and consistent delivery of the learning model across all network schools;
- Collaborate with external evaluator/partners to continuously review the strategy and reasoning used to develop the tools and frameworks used at the school and network;
- In collaboration with the Board and Co-Founder, determine the scope and sequence of educational programs according to the charter objectives;

- Develop academic goals and performance benchmarks with Co-Founder and School Principal.

### **Qualifications**

- A demonstrated belief that all children can learn at high levels, regardless of entering ability;
- A track record of providing passionate, purposeful, innovative and entrepreneurial leadership;
- Proven record in launching new ventures or major initiatives;
- Proven record of designing, implementing and evaluating blended learning models;
- Significant experience designing, organizing and implementing teacher professional development programs;
- An evident commitment to continuous improvement and advancing both teaching and learning;
- Superb communication and interpersonal skills, including writing, speaking and listening;
- Excellent written and oral communication skills, with the ability to ability to present data in a simple and straightforward way for non-technical audiences;
- Exceptional project management, prioritization, and planning skills, with demonstrated success producing high-quality deliverables on time and within budget, with outstanding attention to detail and accuracy;
- Has the ability to operate with purpose, urgency, and accuracy in a fast-paced, entrepreneurial environment;
- Has the ability to think critically and innovatively to drive innovation strategy and efforts to new heights;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- Bachelor's Degree required; a Master's Degree in related field is preferred.

### **Core Subject Teachers**

Pursuant to Education Code section 47605(l) all core subject and college prep teachers at APL will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. All core subject and college prep teachers will be deemed "Highly Qualified" under NCLB. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core or non-college prep courses.

APL teachers will share our commitment that every child deserves a high quality and differentiated education; and that education is not just about mastering basic skills, but also about character development and the development of critical thinking and problem solving skills. Core subject areas will include English Language Arts, Mathematics, Science, Social Science and Mandarin.

### **Responsibilities**

- Establish a culture of high expectations that includes the shared belief that every student will attend college and become productive citizens of the 21st century world;

- Develop and implement lesson plans and classroom activities aligned with California State Standards and APL educational program;
- Assess students regularly and analyze student results; refine and differentiate classroom instruction based on assessment data and student needs;
- Collaborate with colleagues to improve instructional practices throughout the school; share best practices;
- Communicate regularly with students and their families about classroom activities and student progress;
- Involve parents and guardians as partners in their students' education;
- Understands that "digital natives" (as 21st century students are) are entering a rapidly changing world, and so schools must speak to the issues that are truly relevant for full citizenship in the 21st century;
- Considers it essential and necessary to use modern technologies and new modes of communication in learning;
- Feeds his/her professional hunger by keeping current on issues in education and reading the latest literature being produced in education research;
- Craves a collaborative professional environment where educators observe each other's practice and engage in professionally productive dialogue and development on a weekly and daily basis;
- Manage student behavior to ensure every student is fully engaged;
- Actively participate in professional development activities, and work closely with lead teachers, principal, and other instructional leaders;
- Maintain accurate student records including attendance;
- Identify unique student needs and collaborate with team members to effectively address those needs;
- Perform other related duties as required and assigned.

### **Qualifications**

- Knowledge of child cognitive development and various learning styles;
- Knowledge of subject matter, including California State Standards and subject-specific frameworks;
- 2+ years working with students as a teacher, teacher intern, or teaching assistant preferred;
- Knowledge of assessments;
- Ability and willingness to implement APL educational program;
- Ability to analyze qualitative and quantitative student data;
- Ability and willingness to reflect and improve instructional practices;
- Ability to collaborate with colleagues, parents and community;
- Computer and Internet search skills;
- Bachelor's Degree required;
- Valid California Teaching Credential required;
- English Language Learner Authorization required;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- NCLB Highly Qualified.

### **Non-Core Subject Teachers**

APL teachers will share our commitment that every child deserves a high quality and differentiated education; and that education is not just about mastering basic skills, but also about character development and the development of critical thinking and problem solving skills. This mantra applies to core and non-core teachers alike.

### **Responsibilities**

- Embody and advocate the mission, vision, and strategic direction of the school;
- Work closely with core-subject teachers to design and implemented integrated enrichment lesson plans;
- Guide and supervise student-led, small group entrepreneurship and multidisciplinary projects that tackle local and global problems;
- Supervise and support student-led, one-on-one work on adaptive educational software in the online learning lab;
- Reinforce school-wide rules and expectations in the classroom and lesson plans;
- Communicate effectively and maintain strong relationships with students, families and colleagues;
- Maintain the school culture of high academic and behavioral expectations through continuous reflection;
- Use qualitative and quantitative student performance data to drive instructional practices
- Identify students who are academically at risk and work with core-subject teachers to develop effective intervention strategies that channel students' life interests;
- Complete any other tasks given by Principal as needed.

### **Qualifications**

- Bachelor's degree required;
- Experience with a multidisciplinary teaching or youth development;
- Demonstrated leadership, entrepreneurship and problem-solving experience;
- Ability to deliver engaging and standards-based art or music lessons;
- Ability to build relationships and influence students;
- Ability and willingness to implement APL educational program;
- Ability to analyze qualitative and quantitative student data;
- Ability and willingness to reflect and improve instructional practices;
- Ability to collaborate with colleagues, parents and community;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- Computer and Internet search skills.

### **Classified Positions**

Our classified staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the community and the student body as possible. It is equally important that classified staff are committed to the mission of the school and will contribute positively. General qualifications will include:

- Past experience in the appropriate administrative function;
- Ability to speak, read and write in English and ideally Spanish;
- Ability to work with others in a team;



- Ability to adapt to changing situations;
- Experience with technology;
- Strong written and verbal communication skills;
- Interest in seeking out productive collegial interaction and professional growth;
- Background Clearance from FBI/DOJ, show proof all TB Vaccinations;
- Exemplify and embody the school's educational core values.

### **Staff Review**

Through our previous experience in launching high quality schools, we have learned that the most effective performance review system happens continuously, not just on a summative basis. As such, our School Principal will strive to dedicate half of his/her work-time in the classrooms observing teachers and providing real-time coaching and instructional leadership.

Our school leaders will review the performance of teachers on a daily basis. Classroom observations are used to support teachers and address unmet student needs. Debriefs provide the opportunity for the school leader and teacher to discuss their feedback and if needed develop a plan to improve. Embedded in this process is our focus on data-driven instruction and peer support. Teachers will also have the opportunity to observe each other's classrooms, using the same rubric (attached) that our school leaders use. Additionally, the observers will also go to a classroom with student data in hand so they can focus their attention on students who are struggling and collaborate with the teacher to design appropriate interventions.

Staff reviews are continuously informed by diagnostic, interim and summative student data. Our model produces a wealth of standards-based data points, including observations, formal and informal assessments, student work samples, small group feedback, educational software dashboard, one-on-one checks for understanding and more. Through the classroom observation process, teachers and school leaders also help each other review and analyze student data. Inherently, this also creates an accountability mechanism and incentive for teachers to use data and achieve results.

The end-of-year 360 degree performance evaluations include observations, student test data, qualitative data, parent feedback, student attendance. The data will be aggregated at each level as appropriate: teachers at the classroom level, school leaders at the cluster/school level, etc. The Personnel Committee of the Board of Directors, the Executive Director and district leaders will conduct performance reviews for the School Principal. Teacher reviews are conducted by the School Principal and impartial master educator. Teachers reviews are also reviewed by the Personnel Committee of the Board of Directors, the Founders and district leaders as applicable.

For the evaluation of teachers, we plan to utilize the Teaching and Learning Framework which has three "domains," or sections: Plan, Teach, and Increase Effectiveness. This framework was developed using California's Standards for the Teaching Profession and National Board's Professional Teaching Standards, among other national teaching standards. Teachers will normally have five formal observations: three by the School

Principal and two by an impartial, third-party observer called a master educator (who can be part of our Personnel Committee). While the framework was developed by District of Columbia Public Schools, the rubric can be used across the nation and the evaluators will reference CA state content standards in conducting the evaluations. Attached you can find a detailed description of our teacher evaluation tool.

For the evaluation of the School Principal and Assistant Principal, we have adopted a scientifically validated evaluation tool in the Vanderbilt Assessment of Leadership in Education. The American Institutes for Research (Condon and Clifford, 2012) performed a scan of widely used principal evaluation tools. The scan only included tools that had published documentation of validity and reliability testing, core measures of rigor and evidence. Of those evaluation tools, the Vanderbilt Assessment of Leadership in Education was the only assessment that had high reliability, scoring an alpha of 0.98 for all 12 scales on different forms.

Taken directly from the research review, "Since the Vanderbilt Assessment of Leadership in Education (VAL-ED) was developed in 2006, it has become one of the most widely used and respected measures of school leadership performance assessment. VAL-ED assesses principal performance by gathering information from principals, teachers, and principal supervisors. The results from VAL-ED produce a quantitative diagnostic profile that is linked to the Interstate School Leaders Licensure Consortium (ISLLC) standards. VAL-ED is based on a thorough examination of the research literature including a conceptual framework within which to place the scale."

The ISLLC provide a widely recognized and referenced principals standards list (Council of Chief State School Officers, 2008). The ISLLC Standards contain six domains for principal professional practice:

1. Setting a widely shared vision for learning
2. Developing a school culture and instructional program conducive to student learning and staff professional growth
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources
5. Acting with integrity, fairness, and in an ethical manner
6. Understanding, responding to, and influencing the political, social, legal, and cultural context

Attached you can find a detailed description of our school leadership evaluation tool.

### **Procedures for Background Checks**

The process for Fingerprinting Clearance and TB Testing is described in Element 6 (Health and Safety). The APL administration will be the recipient and holder of all fingerprinting and vaccination documentation. Once received, APL will use said documentation, along with other aspects of the hiring process to determine eligibility and desire for employment.

For all certificated personnel, APL will use qualification standards set forth in Education Code as the minimum baseline for employment consideration.

All Employees, repeat volunteers, and contractors of APL will be required to submit to a criminal background check through Department of Justice fingerprinting provided by LiveScan. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

The School Principal shall monitor compliance with this policy and report to the Board on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the network-level staff. Further detail on the fingerprinting and vaccination requirements for all staff is described in Element 6.

### **Teacher Credential Assurance**

APL agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all core and college prep APL teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

APL will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

APL will maintain current copies of all teacher credentials and assure that they are readily available for inspection upon request by charter authorizer, the California Department of Education, or the State Board of Education. APL will maintain a potential list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The APL Principal or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of "Highly Qualified" for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the school.

### **Meaningfully Interested Teacher Signatures in Petition**

Under Education Code 47605, it states "or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition." APL has provided teacher signatures that meet this requirement. No teacher in this list of "meaningfully interested" teachers has been offered a job or given any indication of likely employment. They are merely "meaningfully interested" in working at APL.

APL does not infer that this list of teachers is intended to cover all subject areas that APL will offer, nor are we required to under Education Code or and regulation. Nor do we infer that this list of teachers will meet all of the qualifications preferred or required to work at APL. Teachers represented in this attached list are California Credentialed Teachers authorized to work in the middle school environment.

## **6. HEALTH AND SAFETY**

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

APL is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. Our school will ensure the safety of all students and staff by complying with Authorizer directed policies on health and safety, as well as all state and federal laws. APL will adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff, and insurance carrier's risk managers upon charter approval and site acquisition or lease.

The following is a summary of the health and safety policies of the School:

### **Procedures for Background Checks**

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School Principal and APL Board shall monitor compliance with this policy. Individuals who will volunteer at the School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. Employees will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start work until results are received from the Department of Justice and the employee is cleared to begin work. All fingerprinting will be done by a company approved for LiveScan processing.

### **Role of Staff as Mandated Child Abuse Reporters**

APL will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person does not have to prove abuse. The School Principal will work with all

faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicion of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect can be found guilty of a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to School Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation. Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

### **TB Testing**

All staff must provide evidence, from a licensed medical provider, that they are free from tuberculosis prior to commencing employment and working with students as required by § 49406. A Mantoux TB is required of all employees who have not been tested previously. The School Principal will be responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

### **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### **Medication in School**

The School will adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

### **Vision, Hearing, Scoliosis**

Code Section 49450, et seq., as applicable to the grade levels served by the School.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

The School shall adhere to the Hart district's emergency procedures, the needs of the school site in conjunction with law enforcement and the Fire Marshall. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the School.

### **Fire Drills**

Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

### **Disaster Drills**

Disaster drills will be conducted at least once every two months. Students will be taught the "duck and cover" routine. A disaster drill commencing with the "duck and cover" routine will be initiated by an announcement over the intercom. Staff and students will hear "This is an emergency drill. Duck and cover." During the "duck and cover" routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff. In the case of an earthquake, everyone must engage in the "duck and cover" routine immediately and remain in position until the teacher determines that it is

safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

### **Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the

emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

### **Blood-borne Pathogens**

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The School shall have a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug-Free/Alcohol-Free/Smoke-Free Environment**

The School shall be a drug-, alcohol- and tobacco-free workplace.

### **Facility Safety**

The School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least once a month pursuant to Education Code Section 32001.

### **Comprehensive Anti-Harassment Policies and Procedures**

The School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School shall have a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Each employee will participate in Sexual Harassment training in their first 90 days of employment, and training will be revisited at least every other year. Misconduct of this nature is very serious and will be addressed in accordance with the School's Anti-harassment policy.

### **Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. APL will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which APL is responsible, the employee will bring it to the attention of their supervisor or administration immediately. The school leadership will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction. Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If



medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported. On a periodic basis the APL Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

### **Parental Concerns and Communication**

Should parents have any concern regarding any health and safety matter within APL, it will be strongly encouraged that the parent informs the Principal immediately. APL will provide all parents with multiple means of communicating concerns such as: dedicated concern email address, a dedicated concern phone number, a suggestion box, and time for face to face meetings. All concerns provided by parents or guardians will be recognized within 24 hours, and at minimum, a phone meeting will be scheduled with the parent at their earliest convenience. Based on that meeting, if a plan to correct said issue is needed, the parent will be kept informed of necessary steps and timetable for correction. Should it be deemed of great importance by school leadership and the Board, then APL will enact a communication plan to inform all parents of said issue and the steps and timetable for correction. Should any major decision or action by the APL Board affect the facility or health and safety of APL, The Principal will enact an immediate communication plan to inform all parents of said changes and timetables.

### **Facilities**

Apollo Charter School is working with the Hart district to identify potential locations (i.e. copy center) for leasing. The facility's location will be accessible by public transportation lines and to children from economically disadvantaged families. We are currently working with InSite Charter School Services (CSS). InSite CSS is the only real estate brokerage firm in the U.S. that is solely dedicated to providing brokerage real estate services to charter schools. Based on an evaluation of our capacity to effectively deliver our educational program, InSite CSS has offered to provide its initial services free of charge, decreasing our start-up costs significantly. As part of our agreement, InSite CSS will:

- Assist APL in evaluating possible locations for a school site. Services will include evaluating available land and existing buildings that are within the school district boundary.
- Take meetings with property owners and cities to discuss the viability of a potential sites for APL.
- Gather information and have initial discussions with potential banks and investors. InSite CSS may provide APL a list of financial groups that may be interested in financing a tenant improvement project.
- Assist APL in negotiating and structuring a lease agreement.
- Our budget reflects the cost of facilities based on competitive estimates of rent, renovation and improvements.

The School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the State Building Code. The facilities shall be approved by the local/state fire marshal for the intended use. The

School agrees to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times. The School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

### **Insurance**

APL will maintain liability insurance coverage school site and employees in amounts equal to that which would be in place if the school site were occupied by another school of the District. APL will compensate District for its proportionate share of the liability insurance purchased by District.

### **7. MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE**

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code § 47605 (b)(5)(G)

APL will work closely with the Hart District and surrounding elementary school districts to focus our outreach to attract an applicant pool that represents our most vulnerable student populations and the racial and ethnic balance of the District and community in which the School is located. We will complement those efforts through:

- Promotional and informational materials that appeal to all of the various racial and ethnic groups represented in our community, with all materials translated into Spanish,
- Inclusion of Apollo Charter School among the listing of schools of choice offered by the Hart District and surrounding elementary school districts,
- Distribution of promotional and informational materials via the school site, District office, and via community groups and agencies that serve the various racial, ethnic, and interest groups reflective of the community,
- An enrollment process that is scheduled and adopted to provide a timeline that allows for a broad-based recruiting and application process,
- Outreach meetings to reach prospective students and parents.

### **Federal Compliance**

To the extent that Apollo is a recipient of federal funds, including federal Title I, Part A funds, Apollo has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Apollo agrees that it will keep and make available to Authorizer any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned;
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact;
- Hold an annual Title I meeting for parents of participating Title I students;
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Apollo also understands that as part of its oversight of the school, Authorizer may conduct program review of federal and state compliance issues.

## **8. ADMISSION REQUIREMENTS**

"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

Apollo Charter School is open to any California student and will actively recruit a diverse student population from the Hart district and surrounding areas who understand and value the school's mission and vision. Admission of students will not be based on ethnicity, national origin, gender or disability. Admission to Apollo 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. The Apollo Charter School programs, admission policies, employment practices, and other operations will be nonsectarian. Apollo Charter School shall not charge tuition.

Apollo will be open to all students residing in California, but will focus student recruitment in the immediate and surrounding neighborhoods of Santa Clarita and within the boundaries of the William S. Hart Union High School District. School recruitment will occur in the surrounding neighborhood to ensure recruitment of students who are below grade level and come from low-income households. This focus is consistent with our educational model, student recruitment plan, facility location and budget assumptions.

Apollo Charter School shall enroll all students who wish to attend the school up to capacity. If the number of students wishing to attend Apollo Charter School exceeds Apollo Charter School's capacity, admission to Apollo Charter School shall be determined by a single public random drawing except for existing students of the School, who shall be exempt from the lottery. Preference in the public random drawing shall be granted in the following order:

1. Siblings of students admitted to or attending Apollo Charter School
2. Students who reside in the boundaries of the Hart district

Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from

expanding enrollment to meet pupil demand. Prospective students and their parent/guardians will be briefed regarding Apollo Charter School's instructional and operational philosophy and will be given a copy or summary of our student-related policies prior to enrollment with the school.

Notwithstanding the foregoing, the school may refine lottery policies and procedures following the first year of operations in accordance with a written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to Authorizer within 30 calendar days of approval by Apollo's Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. It will be at the discretion of the Authorizer if any changed lottery procedures constitute a "Material Revision" to the charter. If it is deemed that such changes do constitute a Material Revision, then Apollo will proceed with all the proper measures to formally submit the revised policies for consideration by the Authorizer.

## **9. FINANCIAL AUDITS**

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

Apollo Charter School shall receive funding in accordance with Education Code Section 47630 et. seq. and Education Code Section 47651(a). The Hart district will be reimbursed up to the maximum rate of the revenue of Apollo Charter School (in accordance with Education Code §47613(a) through (f)) to cover the actual costs of overseeing the school.

To the extent that Apollo Charter School contracts for business services from the Hart district, the school seeks to have an appropriate and mutually cooperative business relationship with the district as defined in the Memorandum of Understanding. Apollo Charter School will maintain appropriate financial and attendance records. In accordance with the timelines required by Education Code Section 47604.33 and the MOU, a copy of the proposed fiscal year budget for Apollo Charter School, financial reports, and unaudited actuals will be forwarded to the Hart district and the Los Angeles County Office of Education. Apollo Charter School will be operated in accordance with generally accepted accounting principles ("GAAP"). Apollo Charter School will continue to mirror the successful and fiscally sound business operations of the District, as applicable to Apollo Charter School's day-to-day business functions.

An annual independent fiscal audit of the books and records of Apollo Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records and audit of Apollo Charter School will be kept in accordance with GAAP. 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 Controllers Guide. The Board of Directors, or their designee, shall select an independent auditor. The auditor will have, at a minimum, a CPA and educational

institution audit experience and 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be 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 school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the Hart District regarding how the exceptions and deficiencies have been or will be resolved. In addition, the Hart District's primary factor when deciding whether an audit exception or deficiency is resolved is whether the auditor considers the item resolved; however, the charter granting agency may reserve the right to only consider an item resolved once the charter granting agency believes the item is resolved to its satisfaction (EC47605(b)(5)(I)). Apollo Charter School will resolve outstanding issues from the audit prior to the completion of the auditor's final report. The resulting audit report is a public record to be provided to the public upon request.

In accordance with Education Code Section 47604.3, Apollo Charter School shall promptly respond to all reasonable inquiries of the Hart district. Apollo Charter School recognizes the right of the district to inspect or observe any part of the school at any time.

## **10. GROUNDS FOR SUSPENSION AND EXPULSION**

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605 (b)(5)(J)

APL will establish a school-wide behavior plan that presents clear expectations for student behavior and extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan will be distributed to families and students, and students will be taught the elements of the plan. For a draft, please see the attached school-wide behavior plan.

Should a student's behavior escalate or be severe enough to warrant suspension or expulsion, the procedures for suspension and expulsion of APL's students are based on the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The School will notify the Authorizer of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In the case of a special education student, or a student who receives 504 accommodations, Apollo will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending

expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's Disability, the student may be expelled. Please see attached for Apollo's Suspension and Expulsion Policy and Procedures.

## **11. RETIREMENT PROGRAMS**

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605 (b)(5)(K)

For retirement benefits, Apollo Charter School will offer STRS to its certificated staff. Non-certificated staff at Apollo Charter School will participate in the federal social security system and will have access to other school sponsored retirement plans. The Principal will be responsible for ensuring that arrangements for coverage are made, under direction from the Board of Directors.

Apollo Charter School retains the option for its Board of Directors to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirement System (PERS) or Social Security according to employee eligibility and depending what the board determines is in the best interest of the school as a whole. Apollo Charter School will participate in Social Security as required by law. If the Board chooses to participate in STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county's request, the school shall pay the county a reasonable fee for the provision of such services.

## **12. ATTENDANCE ALTERNATIVES**

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

Enrollment at Apollo Charter School is voluntary. Enrollment at a public school in the district of residence or inter-district transfer according to District policy is an option for students who reside within the district who do not choose to attend Apollo Charter School. Enrollment in Apollo Charter School shall not guarantee any student placement or enrollment in any program or school of the Hart district. The district shall not require any student enrolled in the school district to attend a charter school.

## **13. RIGHTS OF DISTRICT EMPLOYEES**

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

The governing board of the Hart district shall not require any employee of the school district to be employed in a charter school. Hart employees who leave District employment to work at Apollo Charter School shall have no automatic right of

reemployment in the District unless otherwise granted by the District in accordance with District policy. Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

Job applicants for positions at Apollo Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any District union employee who is offered employment and chooses to work at Apollo Charter School will not be covered by his or her respective collective bargaining unit agreement.

Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

#### **14. DISPUTE RESOLUTION**

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

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the Hart district, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The Board of Directors and the staff of Apollo Charter School and the Hart district agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the Hart district pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform with the Brown Act.

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by Apollo Charter School and the Board of Directors pursuant to policies and procedures developed by Apollo Charter School's Board of Directors. The Hart district shall not intervene in any such internal disputes without the consent of the Board of Directors of Apollo Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Principal of the charter school for resolution pursuant to the charter school's policies. The Hart district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related

laws or agreements has occurred, or unless the Board of Directors of Apollo Charter School has requested the district to intervene in the dispute.

### **Disputes between the Charter School and the District**

In the event that the charter school and the District have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues that may lead to revocation of the charter petition as outlined in EC 47607(c) unless the District chooses to have this process apply.

In the event of a dispute between the school and the District, the staff and Board of Directors members of the school and the District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and the charter school Principal. In the event that the Hart Superintendent or his/her designee believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

Apollo Charter School's Principal and the Hart Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the Hart District and the Principal of Apollo Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Principal shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator.

### **Oversight, Reporting, Revocation, and Renewal**

The Hart Board of Trustees may inspect or observe any part of the charter school at any time. With only occasional exceptions, the Hart district will seek to provide notice to the school prior to any inspection, observation, or monitoring. If the Hart Board of Trustees believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. Apollo Charter School understands and accepts that the Hart Board may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that Hart has given Apollo Charter School prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the Hart determines, in writing, that the violation constitutes a "severe and imminent threat to the health or safety of pupils" (EC 47607d). Apollo Charter School agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.



## **15. EXCLUSIVE SCHOOL EMPLOYER**

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

Apollo Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code, commencing with Section 3540.

## **16. SCHOOL CLOSURE PROTOCOL**

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

If the school ceases operation, and the Board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer and shall be Apollo Charter School's Board of Directors. The decision to close Apollo Charter School either by the school's governing board or by the Hart Board of Trustees will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the Hart Board of Education; Apollo Charter School Board votes to close the school; or the charter lapses. Within 72 hours of the Closure Notice, the Authorized Closer shall commence closure proceedings by providing written notification to parents and guardians of pupils, the State Board of Education, the Hart District, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law. The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies,
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation,
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33. Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency,
- Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation.

## **17. DISTRICT IMPACT STATEMENT**

This section is intended to satisfy the requirement of Education Code section 47605(g) that the charter school provide the charter authorizing agency with a district impact statement. This section provides information regarding the proposed operation and potential effects of Apollo Charter School on the Hart district.

### **Administrative Services**

Apollo Charter School will be constituted as a California Public Benefit Corporation and will be governed by a board of directors as described above. A school principal will have lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it contracts for certain administrative services with the Hart district. If Apollo Charter School desires to purchase any administrative services from the Hart district, Apollo Charter School will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the district. In addition, the district is required as per California law to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

### **Civil Liability**

Apollo Charter School will be formed as a California public benefit corporation with IRS 501(c)3 tax exemption status. As such, the school's founders presume that the Hart district will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the District does not complete its responsibilities for charter school oversight under the Charter Schools Act, the District may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate, Hart personnel.

## **18. ADDITIONAL CONDITIONS**

### **Term and Renewal of the Charter**

The term of the Apollo Charter School's charter shall be five years commencing the effective start date. Apollo Charter School may request from the Hart district a renewal, and/or a material revision, of the charter at any time prior to expiration. A renewal request should be presented by Apollo Charter School no later than 120 days prior to the expiration of the charter.

The Hart district agrees to hear and render a decision regarding a renewal, a material revision, or an amendment to the charter pursuant to the criteria and standards as specified in the Charter Schools Act, Education Code §47605. Renewal shall be considered in accordance with Education Code Section 46707.

### **Severability**

Details of any business or administrative services, special education services, costs and funding between the District and Apollo Charter School shall be determined by mutual agreement in a separate MOU.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter, which are inconsistent with the terms of this charter, the parties agree to work cooperatively to amend this charter and any applicable MOU provisions to accord with any such changes.

The terms of this charter contract are severable. In the event that any provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Hart district and the governing board of Apollo Charter School.