APEX Academy

Renewal Petition

July 1, 2017 - June 30, 2022

Respectfully submitted to:

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017

August 25, 2016
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Assurances, Affirmations, and Declarations

Academic Performance Excellence Academy (also referred to herein as “APEX Academy” and “Charter School”) shall:

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

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

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

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

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

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

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

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

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

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

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

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

**SELPA Reorganization**

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

**Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

  - District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
Statewide Assessment Data
The standard file including District ID.

Norm day
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

CBEDS

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

Dropout
District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

Monthly SESAC and Suspension data

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

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

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
</tr>
<tr>
<td>The proposed address or ZIP Code of the target community to be served by Charter School is:</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
</tr>
<tr>
<td>Charter School’s scheduled first day of instruction in 2017-2018 is:</td>
</tr>
</tbody>
</table>
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 450

The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: Traditional

The bell schedule for Charter School will be: MS – 7:45am-2:50pm  
                   HS – 8:00am-3:05pm

The term of this Charter shall be from:  July 1, 2017 to June 30, 2022

Community Need for Charter School – APEX Academy, a Unique School in LA

APEX Academy has succeeded with hundreds of students of poverty and with student populations considered most vulnerable. Over the last 8 years our school has grown and developed a model to meet the needs of any student of poverty regardless of risk factors. Our model includes the following components: Grade span of 7-12, a competency-based model of instruction and promotion, and the lowest counselor-to-student ratio in Los Angeles (1:150), an all A-G curriculum plan for graduation for all students, and our uncompromising philosophy to serve ANY STUDENT, ANY TIME, ANY WHERE. The needs in the East Hollywood community are startling in statistics thoroughly uncovered by direct research on behalf of the Los Angeles Promise Neighborhood Initiative:

- 35% of the population lives at or below poverty level, compared to 20% city-wide.
- 33% of households earn less than $20,000 per year.
- 31% of the population is under the age of 25.
- 37% of residents age 25+ do not have a high school diploma.
- 77% of households with children under 18 receive CalFresh (food stamps).
- The unemployment rate is 14%, nearly double the city average.
- Violent crime is twice the city-wide rate.


In an era where all school systems are pushing STEM/STEAM/Gifted/Advanced studies/magnets programs, APEX maintains its focus of reaching all the students who are not seen as “fits” for all the current trends and/or solutions. While theme schools, magnets, and other small school reforms have had amazing results, we believe that in the process, thousands of the most vulnerable families are being left out. It is our experience and the research of families in our community that our families lack social capital and the effects of poverty are too overwhelming to benefit from what is available to their children. Ancess and Allen, in their extensive examination of New York’s small schools, theme schools, and academies stated the issue more eloquently:

“However, in any system of high school competition, themes are not only attractors; they are unspoken code. Themes communicate powerful messages about race, gender, class, income, expectations, college-going, future orientations, definitions of success, and more. Indeed, they are often their proxies. The existing state of privilege and inequity routinely affects the ability of students and families to crack the code because what constitutes equity is neither universally agreed upon nor transparent.”

*Implementing Small Theme High Schools in New York City, Ancess and Allen, Columbia University. 2006*

Even more disturbing and revealing, in their research, Ancess and Allen concluded the following:

“Themes are also code for social, economic, and academic status, race, postsecondary opportunity and ambition, and peer-group composition, and they are read differently by different constituencies that have varying degrees of access and varied perspectives.
Math and science themes are code for academically high-performing students, particularly boys. Career (or vocational) themes such as health or business are code for workforce orientation rather than college ambition, and in some cases preparation for entry-level, dead-end jobs for large corporations. Social justice and leadership themes are often associated with poor communities. Arts themes send mixed signals; their academic standards are seen as less demanding, but the arts themes, especially if accompanied by talent screening, confer elite status. Small, nontheme liberal arts schools that offer access to high-stakes knowledge and enrichment signal preparation for competitive colleges and a particular peer group: middle class and upwardly mobile, comprising all races, but Whites in particular.”

Implementing Small Theme High Schools in New York City, Ancess and Allen, Columbia University. 2006

The work of Ancess and Allen describes a potential widening of the “opportunity gap.” While the focus has been on “closing the achievement gap”, the “opportunity gap” remains a major concern for the families we serve. What we find with our families is that most of the current reform processes do not account for “social capital” or lack thereof, it is often assumed that families of poverty are informed and keep up to date with trends in education.

Our goals are no different than what everyone is trying to do, however there are no pre-requisites, APEX opened in the fall of 2008 as an LAUSD small school with approximately 237 (90%) FBB, non-culminating, non-school-attending students, and have since developed a comprehensive system of counseling, instruction and human services delivery that is unmatched in the Hollywood area. Since conversion to independent charter status in 2012 and over the last four years, between 64%-76% of all new enrollees started at APEX significantly credit deficient (1-2 years behind), had a history of 0% to 30% attendance, and/or faced other family trauma significantly affecting their educational progress.

From our work over the last 8 years, turning around a new student arriving at APEX with a history of low attendance or non-attendance, accompanied by a history of poor academic performance is a 2 to 3 year process. This turn-around occurs as the social-emotional needs of the student begin to be met through counseling and provision of wrap-around services; the student begins to connect with the APEX family, thus slowly re-engaging back into school. This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by Abraham Maslow (1943, 1954) as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid form -- the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. This is where APEX Academy’s first academic intervention begins for students that are behind and/or advanced. If these deficiency needs are not met daily, then their effects will prevent the child from not only learning, but from evolving into a productive member of society. This process is repeated with scores of new students every year.

APEX Academy has enrolled significantly more (6 out of 10 new students for the last 4 years enrolled credit deficient and/or with <25% chance of graduating high school) students who are often known as “push-outs”, “drop-outs”, and “non-grads”, which in turn demands more resources and more targeted interventions. This context is an important consideration in all data comparisons (grad. rate, reclassification, Sp. Ed., A-G, etc.), yet our performance data is the same or better than resident and area schools.

The national authority on drop-out research, Robert Balfanz, from Johns Hopkins University highlights the following two major predictors of students dropping out:
• **PREDICTOR 1 -** Eighth graders with poor attendance (less than 80 percent) or a failing grade in math, or a failing grade in English **had less than a 25 percent chance of graduating** within eight years of entering high school (Neild and Balfanz 2006).

Below is a table showing the first four of years and the percentage of APEX students meeting the criteria for “dropping out” under Balfanz national research:

<table>
<thead>
<tr>
<th>School Year</th>
<th>% of New APEX students under Predictor 1</th>
<th>Balfanz Predicted Chance of Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>90%</td>
<td>&lt; 25%</td>
</tr>
<tr>
<td>2009-10</td>
<td>85%</td>
<td>&lt; 25%</td>
</tr>
<tr>
<td>2010-11</td>
<td>86%</td>
<td>&lt; 25%</td>
</tr>
<tr>
<td>2011-12</td>
<td>90%</td>
<td>&lt; 25%</td>
</tr>
</tbody>
</table>

Given our experience with the high number of students coming from middle schools to APEX academy meeting Balfanz criteria for Predictor 1, and in an effort to provide a solution within our community, APEX added grades 7th and 8th once converted into an independent charter school. Our goal was to begin to catch students arriving at APEX prior to becoming another statistic for dropping out. Early internal data indicators such as GPA and A-G course completion is showing positive results, as 9th graders who started at APEX since 7th grade are markedly doing better and not starting high school under Balfanz Predictor 1 anymore; in fact 54% (as of summer of 2016) are on track with A-G course completion and weighted UC/CSU GPA of 2.0 or higher.

Given the shift of enrollment outreach to incoming 7th graders, the enrollment dynamic shifted and split from primarily non-culminating middle schoolers to both non-culminating middle schoolers and not on-track, credit deficient high schoolers. Not surprisingly, a second predictor for students dropping out found by the research of Robert Balfanz is as follow:

• **PREDICTOR 2 -** Among entering freshmen who had exhibited no eighth grade risk factors, those who had very poor ninth grade attendance (less than 70 percent), who earned fewer than two credits during ninth grade, or who did not earn promotion to tenth grade **had only a one-in-four chance of earning a diploma** within eight years (Neild and Balfanz 2006).

An analysis of all new enrollees’ transcripts prior to APEX, over the last four years, revealed that between two thirds and three fourths of all new high school students were severely credit deficient. New students arrived at APEX already having failed 9th grade, and in many cases both the 9th and 10th grades. Below is a table showing the percentage of APEX students whose pre-APEX transcripts were analyzed and met the criteria for “dropping out” under Balfanz national research:

<table>
<thead>
<tr>
<th>School Year</th>
<th>% of New APEX students under Predictor 2</th>
<th>Balfanz Predicted Chance of Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 (Ind. Chtr)</td>
<td>64%</td>
<td>1 in 4 chance or &lt; 25%</td>
</tr>
<tr>
<td>2013-14 (Ind. Chtr)</td>
<td>74%</td>
<td>1 in 4 chance or &lt; 25%</td>
</tr>
</tbody>
</table>
APEX Academy embraces any student, anytime, anywhere, and has for the last 8 years taken students with 25% or less chance of graduating and improved their chances to 70% (2014-2015 Cohort Grad. Rate). This transformation begins with a thorough analysis of every student’s transcript upon enrollment, with the goal of developing an individualized academic plan. As stated earlier, our initial focus is on understanding and meeting Maslow’s basic deficiency needs, as well as academic, which are the foundation of the individualized plan. Our results are defying the statistics for the population we have and continue to serve.

The table below shows the results of our commitment to individualizing the academic and socio-emotional needs of all our students, where we have consistently enrolled cohorts of student with less than 1 in 4 chances of graduating and improved on that by at least 250%, prepared them for UCs and CSUs at higher rates than “similar” / resident schools, and continue working with them to stay enrolled in post-secondary education at higher rates than most schools.

<table>
<thead>
<tr>
<th>School Year</th>
<th>% of New APEX students under Balfanz Predictor 1</th>
<th>Balfanz Predicted Chance of Graduation</th>
<th>Corresponding 4- Year Cohort Graduation Year</th>
<th>APEX Cohort Grad. Rates</th>
<th>APEX A-G Completers</th>
<th>Graduates still enrolled in 2 or 4 year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>90%</td>
<td>&lt; 25%</td>
<td>2011-2012</td>
<td>64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>85%</td>
<td>&lt; 25%</td>
<td>2012-2013</td>
<td>66%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>86%</td>
<td>&lt; 25%</td>
<td>2013-2014</td>
<td>61%</td>
<td>28%</td>
<td>59%</td>
</tr>
<tr>
<td>2011-12</td>
<td>90%</td>
<td>&lt; 25%</td>
<td>2014-2015</td>
<td>71%</td>
<td>47%</td>
<td>91%</td>
</tr>
<tr>
<td>2012-13 (Ind. Chtr)</td>
<td>64%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>2015-2016</td>
<td>73% (Prelim.)</td>
<td>60% (Prelim.)</td>
<td>TBD</td>
</tr>
<tr>
<td>2013-14 (Ind. Chtr)</td>
<td>74%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>2017-2018</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>2014-15 (Ind. Chtr)</td>
<td>76%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>2018-2019</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>2015-16 (Ind. Chtr)</td>
<td>76%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>2020-2021</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

The results shown above are the result of our innovative structures along with a relentless commitment to not give up on any student. While standardized test results are important, our families care more about their students actually completing high school, being eligible for post-secondary opportunities along with the financial resources to start and complete a post-secondary plan.

“Similar Schools” and Resident Schools - Not so Similar

Given the data shown above, we know of no school in Los Angeles, similar or resident, that has for 8 years consistently enrolled between 64% and 90% of all new students with less than a 1 in 4 chances of graduating, and produced the results APEX has produced in terms of graduation rates, A-G completers, and post-secondary resilience.
With the purposeful and explicit focus on the most vulnerable youth in East Hollywood, APEX is non-traditional, innovative, evolving and fluid. One-size fits all does not fit at APEX Academy, starting with our enrollment structure. The tables and charts below comparing APEX, “similar schools” and schools of residence demonstrate the significant difference in grade enrollment when a school explicitly pursues the disenfranchised, the most vulnerable, and the hardest to engage student populations. APEX grade level enrollment is an anomaly when compared to most schools. The upside down enrollment structure pyramid is not found in most schools, this in itself is an innovation and an important consideration when comparing APEX Academy with “similar and “resident” schools, as the similarities stop at the size and demographics data. With the exception of continuation schools and other alternative programs, most schools in LAUSD enrollment structures resemble a traditional or in few cases an “ideal” enrollment structure.

By grade level enrollment structures:

![Traditional](image1)

![“Ideal”](image2)

![APEX](image3)

![HBHS](chart1)

![STEM](chart2)

![LA HS](chart3)

![HHS](chart4)

![Fairfax HS](chart5)

![APEX](chart6)

Source: CDE Dataquest

Additionally, over the last four years, APEX Academy’s English Learner enrollment growth of 60%, is drastically higher than any other school in the region, yet the percentage of reclassification has steadily increased over the same period. According to data from CDE Dataquest, most schools in the region have experienced a decline in enrollment of English Learners. The table below displays the geographically closest schools to APEX and their...
corresponding EL enrollment. While most school’s EL enrollment declines, APEX has significantly increased the number of English Learners it serves. Furthermore, close to 90% of all new EL students coming to APEX have been Long-Term ELs, a crucial distinction and factor known to be associated with lack of school success.

<table>
<thead>
<tr>
<th>School Year</th>
<th>English Learners (EL) Enrollment Summary</th>
<th>&quot;Similar&quot; and Resident Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APEX</td>
<td>HBHS</td>
</tr>
<tr>
<td>2012-13 (Ind. Charter Year 1)</td>
<td>57</td>
<td>241</td>
</tr>
<tr>
<td>2013-14</td>
<td>76</td>
<td>212</td>
</tr>
<tr>
<td>2014-15</td>
<td>109</td>
<td>204</td>
</tr>
<tr>
<td>2015-16</td>
<td>91</td>
<td>235</td>
</tr>
</tbody>
</table>

### 4 year EL Enrollment Growth / Decline - "Similar" and Resident Schools

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 year EL Enrollment Growth</td>
<td>60%</td>
<td>-2%</td>
<td>-32%</td>
<td>12%</td>
<td>-22%</td>
<td>-31%</td>
<td>-28%</td>
<td>-40%</td>
<td>-25%</td>
</tr>
<tr>
<td>Decline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CDE Dataquest

Furthermore, APEX has also **significantly increased the number of special education students** since conversion to independent charter school status by 61%. APEX Academy, as a LAUSD school, APEX was designated a “Resource Program” only, after conversion the school moved toward “full inclusion” and has diversified the special education population to include ID, autistic, OHI, HOH, and other categories of students with disabilities. The table below shows the historical increase of special education students as overall enrollment has also increased.

### APEX Academy - Special Education Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 (Ind. Charter Year 1)</td>
<td>38</td>
<td>340</td>
<td>11%</td>
<td>100%</td>
</tr>
<tr>
<td>2013-14</td>
<td>47</td>
<td>405</td>
<td>12%</td>
<td>47%</td>
</tr>
<tr>
<td>2014-15</td>
<td>74</td>
<td>442</td>
<td>17%</td>
<td>95%</td>
</tr>
<tr>
<td>2015-16</td>
<td>61</td>
<td>436</td>
<td>14%</td>
<td>61%</td>
</tr>
</tbody>
</table>

CDE: Dataquest

**Meeting the Needs of the Whole Child – One Stop Shop**

Given our commitment to serve the most vulnerable student population, APEX has always been committed to providing the lowest **counselor-to-student ratio in the area, no more than 1:150**. This ratio and counseling structure is an imperative for addressing and understanding the needs of students of intense poverty, students with a lack of academic success, and students with a history of low or non-attendance. Meeting Maslow’s most basic need of safety and trust is essential in re-engaging vulnerable student populations.
The School as a One-Stop Shop community resource. As we have graduated hundreds of students and sent scores to UCs and CSUs, we have found that our families need services and supports available in real time and at one site. In partnership with the Youth policy Institute (YPI), Gateways Hospital, Children’s Hospital, and the LA County Probation Department, APEX has over the last four years brought wrap-around services and resources under our roof. We are able to provide therapy and counseling on site; we have a resident probation officer (PO) to meet the needs of our students; we have added a resident social worker for crisis intervention; we have actively provided arts programming after school with two different organizations, among other resources. Having access to all the above resources within our site has allowed our families to get needed services in a timely manner.

### Living Conditions: Ratio of People to Bedrooms

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• MANY APEX STUDENTS LIVE IN CRAMPED QUARTERS, OFTEN SHARED WITH MULTIPLE IMMEDIATE OR EXTENDED FAMILY MEMBERS.</td>
<td></td>
</tr>
<tr>
<td>• LESS THAN 3% OF THE US POPULATION LIVES IN PEOPLE TO BEDROOM CONDITIONS SIMILAR TO THE AVERAGE FOR APEX STUDENTS. (US CENSUS BUREAU CRITERIA, US HUD DEFINITION)</td>
<td></td>
</tr>
<tr>
<td>✓ 81% of APEX students live in a household with 4 or more people</td>
<td>✓ 35% of APEX live with one bedroom or no bedrooms for their living space</td>
</tr>
<tr>
<td>✓ APEX Average = 4.9 people</td>
<td>✓ APEX Average = 2.1 bedrooms</td>
</tr>
</tbody>
</table>

APEX Academy Student Climate Survey 2016 – Fordis Consulting, fordsconsulting.com

### The “Reality” of our Students

To better understand and serve our students, during the 2015-16 school year, APEX conducted a thorough survey to assess the needs of our families and student; the survey was conducted by Fordis Consulting, who has completed and independently analyzed our families and students multiple times. The results are validating and emphasize the great needs and significant trauma faced by our families. Some highlights from the survey reveal extreme and unstable living conditions, accompanied by potentially devastating social-emotional trauma conditions. Cramped living conditions, a usual aspect of poverty driven communities affects our students significantly. Homelessness, often an under reported factor adds to the stresses facing our families.

In addition to cramped living conditions, instability and transiency, is a constant variable in the lives of our families as demonstrated on the survey and APEX’s own home visits of over 200 of our students addresses. Homelessness is a difficult aspect to quantify for all schools in California, as most families do not see themselves as “homeless”, yet our families are consistently living in doubled-up, and even triple-up conditions. The definition of “homeless” is as follow:

*The McKinney-Vento Act defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:*

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youths who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

*Source: http://www.cde.ca.gov/sp/hs/homelessdef.asp

Our survey revealed that almost one third of our students is currently experiencing homelessness and even a higher percentage has experience homelessness in the past. This reality cannot be underestimated, nor its effects on the academic and socio-emotional development of every student who have experienced homelessness. This is the primary reason why APEX has always invested in a low-counselor to student ratio over the last 8 years.

APEX Families, Living Conditions: Home Type Now and Before

- Currently, 84% of students live in a home with just their parents and siblings.
- About three-in-ten (29%) meet the criteria for homelessness.

Q: Please let us know your current living situation and those of past years

<table>
<thead>
<tr>
<th>Home Type Now</th>
<th>Home Type Previous</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUST my parent(s), brother &amp; sister - nobody else</td>
<td>84%</td>
</tr>
<tr>
<td>Relatives other than your parent(s) &amp; siblings living in your home</td>
<td>2%</td>
</tr>
<tr>
<td>Relatives or friends in a relative’s or friend’s home (NON-parents)</td>
<td>2%</td>
</tr>
<tr>
<td>A motel/hotel/mightly or weekly rental</td>
<td>0%</td>
</tr>
<tr>
<td>In a shelter</td>
<td>0%</td>
</tr>
<tr>
<td>Relatives or friends in a relative’s or friend’s home (NON-PARENT)</td>
<td>2%</td>
</tr>
</tbody>
</table>

Homeless (29% combined)*

*Homelessness includes substandard housing, which means falling short of a standard or norm can be another example of homelessness. Other factors contribution to homelessness are health and safety concerns, the number of participants per square foot, the age of the occupants and/or state and local building codes.

Crammed living conditions and housing instability are further magnified by the trauma and social emotional experiences our students and families have been experiencing for years. Our school is very aware of these needs and we believe that it is people and not programs that ultimately make a difference. Re-engaging and moving our students toward academic success is difficult, and targeted programming, accompanied by heavy socio-emotional support, and whatever wrap-around services are available, are paramount to see long term results. Given the trauma consistently revealed in our surveys, APEX is committed to maintaining and looking for more resources to increase assistance for our students to be successful.

Life Outside of APEX

- One-in-four (26%) of students feel hopeless about their future.
- Almost one-quarter (22%) suffer from insomnia or nighttime restlessness, which is potentially linked to living conditions.
- Over one-in-ten APEX students have had traumatic experiences that challenge their success in school – and life.

Q: Do you agree with any of the following statements?
With significant numbers of students dealing with the traumatic issues listed above, APEX is actively assisting our families deal with and provide whatever resources are needed to move them toward academic success, and meeting Maslow’s basic needs.

### How APEX Helps Students with Various Issues

Students report that APEX is successfully helping them and their families manage their social and emotional well-being.

What issues have adults at APEX helped you and/or friends and family with during the past school year? What issues in the past school year have affected your family members and/or your close friends? What issues in the past school year have affected you personally?

### TOP 10 AREAS OF CONCERN

<table>
<thead>
<tr>
<th>TOP 10 AREAS OF CONCERN</th>
<th>APEX HELPED</th>
<th>PERSONAL</th>
<th>FAMILY/FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression/anxiety</td>
<td>51%</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>Relationship break up, separation or divorce</td>
<td>23%</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Death</td>
<td>15%</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Alcohol use</td>
<td>11%</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>Teen pregnancy/parenting</td>
<td>11%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Hospitalization/life-threatening injury</td>
<td>10%</td>
<td>8%</td>
<td>16%</td>
</tr>
<tr>
<td>Lesbian, gay, bisexual or transgender issues</td>
<td>10%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Marijuana use</td>
<td>10%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Unemployment/underemployment</td>
<td>8%</td>
<td>4%</td>
<td>14%</td>
</tr>
</tbody>
</table>

APEX Academy has transformed the lives of hundreds of families in the east Hollywood area and beyond. APEX knows its students, community, and is committed to providing a safe place where academic success is experienced by our students. We believe that in communities of extreme poverty, a school cannot ignore the issues that students and their families face, and must provide real engagement by making every attempt to help families navigate the socio-emotional trauma, the housing instability, and any other issues affecting students in tandem with a strong academic program.
How APEX Helps Students with Various Issues

Students report that APEX is successfully helping them and their families manage their social and emotional well-being.

What issues have adults at APEX helped you and/or friends and family with during the past school year? What issues in the past school year have affected your family members and/or your close friends? What issues in the past school year have affected you personally?

<table>
<thead>
<tr>
<th>OTHER 5 AREAS OF CONCERN</th>
<th>APEX HELPED</th>
<th>PERSONAL</th>
<th>FAMILY/FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental illness</td>
<td>7%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Drug use (other than marijuana)</td>
<td>6%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Housing/eviction</td>
<td>6%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Immigration/deportation</td>
<td>6%</td>
<td>2%</td>
<td>8%</td>
</tr>
<tr>
<td>Jail/probation</td>
<td>6%</td>
<td>3%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Maslow’s Hierarchy of Needs in Practice

Our deep understanding of the needs of our families allows us to dedicate resources where they are most needed. Our commitment is to help our families get to a place where school re-engagement leads to school success. APEX invests in on-going training of all our counselors, as well as seeks out instructional and support staff with formal and informal counseling training. Besides the three counselors, who all possess the required PPS credentials, there are an additional three certificated staff also in possession of PPS credentials. Additionally, several other staff have extensive training in behavior and crisis intervention. A full-time social worker, and several college ambassadors assist our counseling team with transitions, post-secondary planning, and overall emotional well-being of our students.

Self Actualization

Esteem Needs: Once re-engaged, students experience school success for the first time building their self concept.

Social Needs: APEX counselors and teachers orchestrate academic and overall re-engagement in education, which in turn improves social needs.

Safety Needs: APEX provides on-site counseling resources and wrap-around services, a caring environment, and safe learning environment.

Physiological Needs: APEX helping families with shelter, access to health care, and access to basic services, allows connection and trust building.
School’s Record of Performance

APEX Academy is positioned to continue to meet the needs of our community and all vulnerable communities anywhere in Los Angeles, by maintaining our mission and philosophy to reach ANY STUDENT, ANY TIME, ANY WHERE. By sharpening our educational opportunities model, we will work for all students, but especially work for the most vulnerable students in need of flexibility, time, and counseling. While not satisfied, given the context of the student population that APEX Academy is committed to serving, data indicates much growth and progress taking place and much success with students no school in Los Angeles is particularly showing much interest in.

Innovative Features of the Instructional Program

Innovation 1 – Any student, any time, any where
The previous section on the need of the charter school in the community clearly delineates how APEX has consistently reached the most vulnerable student population in the area served. APEX Academy’s primary innovation as an independent charter school is stated in our initial approved petition:

“APEX Academy was founded as a school of choice with the vision of taking at-risk middle school students and transitioning them successfully into high school and graduating them college/career ready. The historic first time release of California state middle school drop-out data (Tom Torlakson 2011 CALPADS Finds Statewide Graduation Rate 74.4 Percent. California Department of Education news Release 11-54) highlights the crucial need and role our school has targeting that very population within the LAUSD. We are one of the only high schools targeting middle school drop outs with the goal of taking them through high school, pushing them to fulfill A-G requirements, and getting them admitted into UCs and CSUs by providing 3, 4, and 5 year graduation plans.”

-LAUSD approved charter petition June 2012. Page 7

With the purposeful and explicit focus on the most vulnerable youth in East Hollywood, our program is non-traditional, unconventional, evolving and never static. One size fits all does not fit at APEX Academy. APEX Academy has traditionally enrolled students who often are known as push-outs, drop-outs, and non-grads, which in turn demands more resources and more targeted interventions. This context is an important consideration in all data comparisons (grad. rate, reclassification, Sp. Ed., A-G, etc.) yet our performance data is the same or better than comparison and area schools. Taking students for 8 consecutive years with a 1 in 4 chances of graduating and generating a cohort graduation rate of 71% is unprecedented and attributable to our innovative commitment to this vulnerable population.

Innovation 2 – APEX/Diploma Plus Competency-Based Model of Instruction
The second innovation APEX has brought forward is our Diploma Plus (DP) Competency-Based model of instruction and promotion. This model of instruction and promotion is based on flexibility and the use of rubrics throughout content delivery. Common Core standards are aligned with Diploma Plus competencies for which assessment rubrics exist and are calibrated by teachers. These assessment rubrics are designed to allow students entry into the learning process at whatever level they may be. This is a shift for students with a history of poor academic performance based on the traditional systems of points and percentages.

APEX’s Diploma Plus model provides curriculum, instruction, and assessment that are focused on knowledge, skills, and understandings – on students “uncovering” meaning at their own pace, not on teachers “covering” a set of content standards in a prescribed period of time. In DP, rigorous curriculum, effective instructional practices, and authentic assessment are competency-based and standards-aligned, and built into a performance-based promotion, and graduation structure. In addition, the DP model calls
for the use of student-centered instructional strategies to engage students in learning and facilitate their skill development.


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

Teacher assessment rubrics follow the above learning continuum derived from Bloom’s Taxonomy, allowing every student entry into learning and an opportunity to grow and learn within any content area. APEX’s A-G completion rate is attributable to the implementation of this program, as we believe students can access the curriculum and grow from whatever point they enter.

**Innovation 3 – The Lowest Counselor to Student ratio 1:150**

Given our commitment to serve the most vulnerable student population, APEX has always been committed to providing the lowest counselor-to-student ratio in the area of no more than 1:150. This ratio and counseling structure is an imperative for addressing the needs of students of intense poverty, student with a lack of academic success, and students with a history of low or non- attendance. Meeting Maslow’s most basic need of safety and trust is essential in re-engaging vulnerable student populations. This innovation is directly related to our graduation rate, a-g completion, and overall attendance improvement.

APEX counseling staff is involved in every aspect of a student’s life at the school. Our counselors are extensively trained in crisis intervention, and are prepared to deal with situations beyond academic in order to deal with the whole child.
**Innovation 4 – APEX as a One Stop Shop**

The Charter School as a One-Stop Shop community resource. As we have graduated hundreds of students and sent scores to UCs and CSUs, we have found that our families need services and supports available in real time and at one site. In partnership with the Youth policy Institute (YPI), Gateways Hospital, Children’s Hospital, and the LA County Probation Department, APEX has over the last three years brought wrap-around services and resources under our roof. We are able to provide therapy and counseling on our site; we have a resident PO to meet the needs of our students; we have added a resident social worker for crisis intervention; we have actively provided arts programming after school with two different organizations. Having access to all the above resources within our site has allowed our families to get needed services in a timely manner. This innovative approach to education is directed related to our high FAFSA completion rate, post-secondary resiliency, and meeting Maslow’s primary basic needs with our families.

**Success of the Educational Program – Growth of students served**

**API - Growth**
While API is no longer available, APEX’s API growth during the school’s transition from District to Independent charter and last 3 years of API was unprecedented. The growth was significant and the school was on a three year positive trend, while also meeting all growth targets within every statistically significant identified subgroup. Moreover, while the overall schoolwide growth was positive, the growth within the English Learners subgroup was more pronounced, totaling **150 API growth point in the last three years**. As stated earlier, APEX’s enrollment of English Learners has grown since conversion and their performance increased as well in other measures besides API.

![API Growth - 3-Year API Growth](image)

As a reference point, no school in the region experienced **three digit growth** during the same period. The table below displays resident schools and their corresponding API growth during the last three years of API.

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall HS</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>32</td>
<td>33</td>
<td>-3</td>
<td>-14</td>
<td>6</td>
<td>21</td>
<td>9</td>
<td>20</td>
<td>Base</td>
</tr>
<tr>
<td>2011-12</td>
<td>57</td>
<td>-8</td>
<td>9</td>
<td>-32</td>
<td>10</td>
<td>13</td>
<td>41</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>40</td>
<td>24</td>
<td>14</td>
<td>35</td>
<td>0</td>
<td>11</td>
<td>12</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>3 Year API Growth</td>
<td><strong>129</strong></td>
<td>49</td>
<td>20</td>
<td>30</td>
<td>9</td>
<td>31</td>
<td>33</td>
<td>73</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: CDE Dataquest
This growth becomes more pronounced when put in the context of the vulnerable student population we are dedicated to serving. The table below further compares overall API and subgroup growth for resident schools. Besides APEX Academy, no school in the region met all growth targets all three years.

### Last 3 Years of API - Meeting API Growth Targets

<table>
<thead>
<tr>
<th></th>
<th>APEX</th>
<th>HB HS</th>
<th>LA HS</th>
<th>Dorsey HS</th>
<th>East Valley</th>
<th>Fairfax HS</th>
<th>Hollywood HS</th>
<th>Marshal HS</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide:</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Base Year</td>
</tr>
<tr>
<td><strong>All Student Groups:</strong></td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>NA</td>
</tr>
<tr>
<td><strong>All Targets:</strong></td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>APEX</th>
<th>HB HS</th>
<th>LA HS</th>
<th>Dorsey HS</th>
<th>East Valley</th>
<th>Fairfax HS</th>
<th>Hollywood HS</th>
<th>Marshal HS</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide:</strong></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td><strong>All Student Groups:</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td><strong>All Targets:</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>APEX</th>
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<th>LA HS</th>
<th>Dorsey HS</th>
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<th>Marshal HS</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schoolwide:</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td><strong>All Student Groups:</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td><strong>All Targets:</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**SOURCE:** CDE Dataquest

### Cohort Graduation Rate - Growth

As demonstrated above and in previous tables, APEX’s cohort graduation rate growth has been unmatched, especially when no other school is enrolling students with less than 1 in 4 chances of graduation as APEX has for the last 8 years.

<table>
<thead>
<tr>
<th>Class Of</th>
<th>APEX</th>
<th>HB HS</th>
<th>LA HS</th>
<th>Dorsey</th>
<th>East Valley</th>
<th>H HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>70.9</td>
<td>70.2</td>
<td>67</td>
<td>69.6</td>
<td>71.5</td>
<td>88.6</td>
</tr>
<tr>
<td>2013-14</td>
<td>60.6</td>
<td>68.8</td>
<td>57.9</td>
<td>76.1</td>
<td>67</td>
<td>90.7</td>
</tr>
<tr>
<td>2012-13</td>
<td>66</td>
<td>78.1</td>
<td>62</td>
<td>74.4</td>
<td>78</td>
<td>87.2</td>
</tr>
<tr>
<td>2011-12</td>
<td>64.2</td>
<td>67</td>
<td>62.2</td>
<td>64</td>
<td>58.9</td>
<td>82.2</td>
</tr>
<tr>
<td>2010-11</td>
<td>47.6</td>
<td>62.8</td>
<td>64.8</td>
<td>66.4</td>
<td>64.6</td>
<td>80</td>
</tr>
</tbody>
</table>

**Cohort Grad Growth percentage since 2010-11 / Growth Points**

- **APEX**
  - **HB HS**: 49% / 23.3
  - **LA HS**: 12% / 7.4
  - **Dorsey**: 3% / 2.2
  - **East Valley**: 5% / 3.2
  - **H HS**: 11% / 6.9

- **APEX**
  - **HB HS**: 11% / 8.6
English Learners – Enrollment and Reclassification - Growth

School wide significant growth over the last three years with all statistically significant subgroups marks a great accomplishment for our school community. Of particular note, the English Learner subgroup jumped up **150 API points**, the highest within the school in the last three years of API. Our API progress shows the beginnings of closing the achievement gap within this group, especially when put in the context of the data from resident and comparison schools within the general East Hollywood area, it may really reflect the closing of the opportunity gap within our community.

### English Learners Reclassification Rate Summary - Geographically closest, "Similar" and Resident Schools

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>1.10%</td>
<td>7.10%</td>
<td>9.60%</td>
<td>12.90%</td>
<td>11.90%</td>
<td>15.10%</td>
<td>10.70%</td>
<td>8.80%</td>
<td>13%</td>
</tr>
<tr>
<td>2013-14</td>
<td>7.00%</td>
<td>8.70%</td>
<td>7.80%</td>
<td>9.20%</td>
<td>11.50%</td>
<td>12.80%</td>
<td>9.20%</td>
<td>8.40%</td>
<td>6.70%</td>
</tr>
<tr>
<td>2014-15</td>
<td>5.30%</td>
<td>12.30%</td>
<td>15.10%</td>
<td>15.40%</td>
<td>12.60%</td>
<td>21.20%</td>
<td>20.20%</td>
<td>25.50%</td>
<td>18.30%</td>
</tr>
<tr>
<td>2015-16</td>
<td>9.20%</td>
<td>4.40%</td>
<td>13.10%</td>
<td>9.00%</td>
<td>7.50%</td>
<td>19.40%</td>
<td>19.80%</td>
<td>16.50%</td>
<td>20.60%</td>
</tr>
</tbody>
</table>

### English Learner Enrollment Growth – Geographically closest, “Similar” and Resident schools

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>57</td>
<td>241</td>
<td>436</td>
<td>185</td>
<td>186</td>
<td>249</td>
<td>190</td>
<td>389</td>
<td>89</td>
</tr>
<tr>
<td>2013-14</td>
<td>76</td>
<td>212</td>
<td>398</td>
<td>228</td>
<td>182</td>
<td>245</td>
<td>178</td>
<td>345</td>
<td>93</td>
</tr>
<tr>
<td>2014-15</td>
<td>109</td>
<td>204</td>
<td>283</td>
<td>156</td>
<td>147</td>
<td>191</td>
<td>116</td>
<td>242</td>
<td>68</td>
</tr>
<tr>
<td>2015-16</td>
<td>91</td>
<td>235</td>
<td>297</td>
<td>208</td>
<td>145</td>
<td>172</td>
<td>137</td>
<td>234</td>
<td>67</td>
</tr>
</tbody>
</table>

### 4 Year RFEP Growth / Decline

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>8.10%</td>
<td>-2.70%</td>
<td>3.50%</td>
<td>-3.90%</td>
<td>-4.40%</td>
<td>4.30%</td>
<td>9.10%</td>
<td>7.70%</td>
<td>7.20%</td>
</tr>
<tr>
<td>2013-14</td>
<td>1.10%</td>
<td>7.10%</td>
<td>9.60%</td>
<td>12.90%</td>
<td>11.90%</td>
<td>15.10%</td>
<td>10.70%</td>
<td>8.80%</td>
<td>13%</td>
</tr>
<tr>
<td>2014-15</td>
<td>7.00%</td>
<td>8.70%</td>
<td>7.80%</td>
<td>9.20%</td>
<td>11.50%</td>
<td>12.80%</td>
<td>9.20%</td>
<td>8.40%</td>
<td>6.70%</td>
</tr>
<tr>
<td>2015-16</td>
<td>5.30%</td>
<td>12.30%</td>
<td>15.10%</td>
<td>15.40%</td>
<td>12.60%</td>
<td>21.20%</td>
<td>20.20%</td>
<td>25.50%</td>
<td>18.30%</td>
</tr>
</tbody>
</table>

### School Year

<table>
<thead>
<tr>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>10%</td>
<td>-2%</td>
<td>-2%</td>
<td>-2%</td>
<td>-2%</td>
<td>-2%</td>
<td>-2%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

Source: CDE Dataquest
While other schools in the region have experienced RFEP rate growth, all of them except for APEX Academy, have experienced drastic English Learner enrollment decline over the same period; significant declines can be observed in the tables above and declines varied anywhere from 22% to 40% percent in EL enrollment while APEX EL enrollment grew by 60%.

**English Learners – CELDT Adv./Early Adv.Growth**

Another important dimension of English Learner reclassification is their performance in the CELDT. While not all results have yet been made available, the Annual CELDT assessment results released on 8/18/2016 show results ahead of at least half of the schools in the surrounding region. APEX is not satisfied and will continue to intervene to move the results up be it the CELDT or the upcoming ELPAC. When All CELDT assessments are included APEX Academy data show it holding performance results steady, while most schools in the region show declines in performance. As indicated on the LCFF tables included in this document, APEX’s targets have us making progress every year by 5% growth in students scoring Early Advanced/Advanced.

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>FHS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 (All assessments)</td>
<td>35.00%</td>
<td>39.00%</td>
<td>34.00%</td>
<td>32.00%</td>
<td>33.00%</td>
<td>34.00%</td>
<td>30.00%</td>
<td>31.00%</td>
<td>35%</td>
</tr>
<tr>
<td>2013-14 (All assessments)</td>
<td>35.00%</td>
<td>29.00%</td>
<td>32.00%</td>
<td>33.00%</td>
<td>29.00%</td>
<td>36.00%</td>
<td>38.00%</td>
<td>38.00%</td>
<td>28.00%</td>
</tr>
<tr>
<td>2014-15 (All assessments)</td>
<td>41.00%</td>
<td>5.00%</td>
<td>27.00%</td>
<td>16.00%</td>
<td>25.00%</td>
<td>32.00%</td>
<td>29.00%</td>
<td>33.00%</td>
<td>27.00%</td>
</tr>
<tr>
<td>2015-16 (Annual Only)</td>
<td>35%</td>
<td>22%</td>
<td>29%</td>
<td>19%</td>
<td>36%</td>
<td>34%</td>
<td>35%</td>
<td>37%</td>
<td>38%</td>
</tr>
</tbody>
</table>

| CELDT Early Adv/Advanced Rate Summary - “Similar” and Resident Schools |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| School Year       | APEX  | HBHS | LAHS | Dorsey HS | East Valley HS | FHS   | HHS  | Marshall | STEM |
| 3 Year CELDT Early Adv/Advanced Growth (All Assessments) | 6.00%| -34.00%| -7.00%| -16.00%| -8.00%| -2.00%| -1.00%| 2.00%| -8.00%|

Source: CDE Dataquest
The table and chart above demonstrate the growth in performance on the CELDT, while most geographically close schools have experienced significant declines in the number of student scoring Advanced and Early Advanced on the CELDT, a crucial criteria within the reclassification process. This success and positive trend is also important to note in the context of our growing EL population in tandem with the fact that almost 90% of all new ELs are Long Term ELs, the most difficult group to move academically. APEX is positioned to have even higher reclassification rates in the coming year since more students are meeting initial criteria for reclassification.

**CAASPP Smarter Balanced Mathematics and English Language Arts Test Results - Growth**

Results from the first two years of SBAC show growth in most areas of testing and grade levels, except for 8\textsuperscript{th} grade ELA results. Our focus continues to be on growth and progress toward proficiency, given the vulnerable population the school serves. The table below shows the actual raw scores by grade level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA Mean Scale Score</th>
<th>Math Mean Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEX</td>
<td>7</td>
<td>2451.9</td>
</tr>
<tr>
<td>2014-15</td>
<td>8</td>
<td>2493.9</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2485.4</td>
</tr>
<tr>
<td>APEX</td>
<td>7</td>
<td>2467 (+15)</td>
</tr>
<tr>
<td>2015-16*</td>
<td>8</td>
<td>2485 (-9)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2509 (+24)</td>
</tr>
</tbody>
</table>

Source: [http://caaspp.cde.ca.gov](http://caaspp.cde.ca.gov)

There is a slight decline of 9 raw scale score points within our 8\textsuperscript{th} grade test takers from 2015-2016.

It is our expectation that SBAC performance will improve over time as interventions and internal formative assessments program currently being implemented using NWEA become more familiar to our students.

**Students Meeting UC/CSU A-G Requirements – Growth**

Given the high poverty level of our community, just about every student going to college is a ‘First Generation’ college student. Every year, 20-30% of APEX students who were admitted to four-year colleges chose instead to spend their first two years in a community college. This continues to be a trend at APEX, and is due to a variety of reasons including, but not limited to, finances, geographic concerns, cultural issues, and students not being admitted to their first choice school directly from high school. Finances and cultural issues are
especially large factors affecting this choice. Our commitment has been to prepare every student regardless of whether they go or not. The table below shows the last two years of A-G eligibility. Again the data and growth below has to be put in the context that over two thirds of all new enrollees during the last four years started at APEX 1-2 years behind in credits, significant course failure, low attendance, and serious socio-emotional trauma in their lives.

### Graduates Meeting UC/CSU A-G Requirements

<table>
<thead>
<tr>
<th>School Year</th>
<th>APEX</th>
<th>HBHS</th>
<th>LAHS</th>
<th>Dorsey HS</th>
<th>East Valley HS</th>
<th>HHS</th>
<th>Marshall</th>
<th>STEM</th>
<th>FHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>28.20%</td>
<td>28.90%</td>
<td>30.20%</td>
<td>39.20%</td>
<td>43.00%</td>
<td>49.50%</td>
<td>50.90%</td>
<td>56.50%</td>
<td>41.80%</td>
</tr>
<tr>
<td>2014-15</td>
<td>47.10%</td>
<td>27.80%</td>
<td>41.40%</td>
<td>37.60%</td>
<td>42.40%</td>
<td>63.80%</td>
<td>54.40%</td>
<td>57.70%</td>
<td>45.90%</td>
</tr>
</tbody>
</table>

Growth - percentage points | 19.00 | -1.00 | 11.00 | -2.00 | -1.00 | 14.00 | 4.00 | 1.00 | 4.00 |

Source: CDE Dataquest

### Progress - Graduates Meeting UC/CSU A-G Requirements

A-G data is of primary importance to APEX Academy as a major component of our mission is for all students to meet the UC/CSU A-G requirements upon graduation. What has been more impressive is how many of our alumni are staying enrolled in post-secondary education.

<table>
<thead>
<tr>
<th>School Year</th>
<th>% of New APEX students under Predictor 1</th>
<th>% of New APEX students under Predictor 2</th>
<th>Balfanz Predicted Chance of Graduation</th>
<th>APEX Cohort Grad. Rates</th>
<th>APEX A-G Completers</th>
<th>Graduates still enrolled in 2 or 4 year college</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>90%</td>
<td>&lt; 25%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2009-10</td>
<td>85%</td>
<td>&lt; 25%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2010-11</td>
<td>86%</td>
<td>&lt; 25%</td>
<td>48%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>2011-12</td>
<td>85%</td>
<td>&lt; 25%</td>
<td>64%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>2012-13 (Ind. Chtr)</td>
<td>64%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>66%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>2013-14 (Ind. Chtr)</td>
<td>74%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>61%</td>
<td>28%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>2014-15 (Ind. Chtr)</td>
<td>76%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>71%</td>
<td>47%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>2015-16 (Ind. Chtr)</td>
<td>76%</td>
<td>1 in 4 chance or &lt; 25%</td>
<td>73% (Prelim.)</td>
<td>60% (Prelim.)</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Getting our student to graduate against all odds, and having them eligible for UCs and CSUs, and staying registered is incredible, and a solid show of grit, courage, and determination to not allow poverty, statistics, and standardized test data determine your future.

**Student FAFSA Completion Rates – Growth**

Given APEX’s high level of families of poverty, it has been a focus of our counseling department to ensure prompt and efficient completion of FAFSA. We understand this factor to be important in motivating students to continue on to college and other post-secondary opportunities.

“The data show that on average, less than 55 percent of seniors complete the FAFSA in each state. That’s an especially alarming statistic given that studies demonstrate a 25 to 30 percent increase in the likelihood of low and middle-income students enrolling in college if they simply complete the FAFSA.”


Our data shows a higher level of resiliency with our alumni staying enrolled in post-secondary option, and we attribute this to our historically high level of FAFSA completion by our graduating cohorts. The LAUSD estimated FAFSA completion percentages is between 55%-59% ([https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school](https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school)), with the latest reported rate being 66%. APEX’s strong push for completion of FAFSA has grown over the last four years, but it has also become more complex as almost ⅔ of all new enrollees were juniors and seniors who were at least credit deficient by more than a school year.

<table>
<thead>
<tr>
<th>School Year</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEX</td>
<td>80%</td>
<td>91%</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>LAUSD (LCAP Scorecard, June 2016)</td>
<td>NA</td>
<td>57%</td>
<td>60%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

APEX’s growth and success in the area of FAFSA completion is largely due to our commitment to our low counselor to student ratio of no more than 1:150.
**Area of Challenge – English learners**

While APEX has seen growth in both reclassification rates, CELDT performance, and API performance with our English learners, the overall publicly reported reclassification rate still lags behind the LAUSD rate of reclassification. The unexpected enrollment growth of English Learners (61% from 2012-13) over the last four years since conversion to independent charter status, surprised us, especially given the dramatic decline (22% to 40%) of EL students within geographically close schools. Given our late charter approval in June of 2012, the District mistakenly reported EOY and Fall 1 CALPADS reports during the 2012-13 school years, greatly affecting APEX public data over the next two years. While APEX has corrected the data on CALPADS, the CDE however, does not change the *snapshots* reported publicly. CALPADS *known issues* have affected our reporting on reclassification rates. In response to the above issues, we have as of 2015-16 brought in ExEd, to assist with their CALPADS reporting support expertise. Additionally, overall CELDT data shows steady results, with limited upward movement over the last 4 years, thus, the need to increase focus and resources in this area of our instructional program.

<table>
<thead>
<tr>
<th>Actual Reclassifications Since Conversion</th>
<th>APEX Academy</th>
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<tbody>
<tr>
<td><strong>School Year</strong></td>
<td><strong>EL Enrollment</strong></td>
</tr>
<tr>
<td>2012-2013</td>
<td>57</td>
</tr>
<tr>
<td>2013-2014</td>
<td>76</td>
</tr>
<tr>
<td>2014-2015</td>
<td>109</td>
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<tr>
<td>2015-2016</td>
<td>92</td>
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</table>

The table above shows the actual number and percentage of reclassified English Learners over the last four years. Regardless of the actual or public rates of reclassification, meeting the needs of our English Learners is paramount, and the reason why our LCAP Goal 1 is entirely focused on moving this subgroup up and toward higher levels of proficiency. Our expectation is to at least double the current rate of reclassification by the end of our charter term as follow:

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<td>15%</td>
<td>18%</td>
<td>21%</td>
<td>24%</td>
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APEX has, during the 2016-17 school year, allocated resources to enlist an instructional/literacy coach in order to support teachers and their practice servicing English Learners in the classroom. Additionally, a data and testing manager was added to our staff in 2014-15, to support standardized and formative assessment and tracking of our English Learners.

**Student Population to Be Served**

The target student population for APEX Academy includes the students currently attending APEX Academy in grades 7-12, as a conversion school, students in our attendance area, as well as all others who wish to attend the school, subject to capacity. Our East Hollywood attendance area includes students achieving at a level significantly below their peers, gifted and talented students, students receiving special education or related
services, limited English proficient students, and students who are members of ethnic groups that are underrepresented in colleges and universities.

APEX Academy was founded in the fall of 2008 as a school of choice with the vision of taking at-risk middle school students and transitioning them successfully into high school and graduating them college/career ready. The historic first time release of California state middle school drop-out data (Tom Torlakson 2011 California Department of Education news Release 11-54) highlights the crucial need and role our school has targeting that very population within the LAUSD. In June of 2012, the LAUSD Board of Education authorized the conversion to independent charter status. The last 3 years of API (2011, 2012, and 2013) showed much progress, as all student groups met their AYP/API targets while improving by a combined 129 API points in those same years. Meeting all AYP/API targets is a great accomplishment for APEX Academy, especially given the high percentage of vulnerable students.

According to the “One Out Of Five” (2004) report, in the central region of Los Angeles, including East Hollywood, 28% of the sixteen to nineteen year-olds are out of school, 20.5% dropped out of school and 72.3% are jobless. In addition, 42.8% eighteen to twenty four year-olds do not possess a high school diploma and 39.5% are jobless. Mark W. Fraser in Risk and Resilience in Childhood: An Ecological Perspective (2004. pg. 36-38, Washington D. C.: NASW Press,) states that the low social-economic status of the above cited has an individual and collective effect. Fraser identified this individual and collective effect as a risk factor for a range of poor outcomes, including socioemotional and educational maladjustment. Fraser goes on to assert that the presence of caring adults, collective efficacy and multiple opportunities to succeed in education as protective factors that foster resiliency.

APEX Academy reaches out to all these potential students by offering a competency-based school that has a rigorous curriculum, effective instructional practices, social/emotional support and a programming model that re-engages students because it is based on each student’s individual academic needs, whether that is intervention or enrichment. APEX’s instructional competency-based program is based on Robert Marzano’s Classroom Assessment and Grading that Work (2006).

Enrollment typically comes from the traditional high school attendance area neighborhoods and feeder middle schools (i.e. Joseph Le Conte, Hubert Howe Bancroft, and Thomas Starr King Middle Schools). APEX is on mission is to increase school engagement, our high school graduation rate, as well as create post-secondary options for all students by programming them in A-G courses; thus making them 4-year university eligible as well as giving them other viable post-secondary opportunities.

**APEX Enrollment Plan during charter term 2017-2022**

|-- | APEX Academy – 5 Year Enrollment Plan |
|---|---|---|---|---|---|
| 7 | 75 | 75 | 75 | 75 | 75 |
| 8 | 75 | 75 | 75 | 75 | 75 |
| 9 | 76 | 76 | 76 | 76 | 76 |
| 10 | 76 | 76 | 76 | 76 | 76 |
| 11 | 76 | 76 | 76 | 76 | 76 |
| 12 | 76 | 76 | 76 | 76 | 76 |
| Total | 454 | 454 | 454 | 454 | 454 |
Goals and Philosophy

**Mission**
To serve any student, anytime, anywhere, and graduate students with a diploma that prepares them for the academic rigors of four-year universities and/or career, through the parallel experience of an individualized educational experience and the meeting of social-emotional well-being of each individual.

**Vision**
Our vision is to move students out of the cycle of poverty by meeting the individual learning and social/emotional needs of each student and equipping them with an academic and post-secondary plan designed uniquely for him or her.

APEX Academy’s Expected School Wide Learning Results (ESLRs from WASC Report) – APEX Bill of Rights

- Every student has the right to receive a high school diploma that will enable him/her to be eligible to a four-year university and other post-secondary career options.

- Every student has the right to a personalized and individualized education.

- Every student has the right to a school that embraces a safe and supportive learning environment that values diversity and provides an inclusive environment for all students.

An educated person in the 21st century
APEX Academy will lead our students to become 21st century educated citizens. An APEX graduate will be a person who possesses the following skills:

- Understands the core academic content at much higher levels than basic competency.
- Is adept at utilizing information technologies and communication technologies.
- Examines issues from multiple perspectives.
- Is respectful of themselves, others, and the environment.
- Takes responsibility for their behavior and the effect of their actions towards others and the environment.
- Assesses and solves problems both independently and collaboratively.
- Reflects on their own work and the work of their peers in a constructive manner.
- Understands the skills of democratic participation such as mediation and conflict resolution, leadership, consensus building, speaking and listening skills and collaboration.
- Communicates effectively in their ability to articulate written and spoken ideas clearly and confidently in more than one language.
- Holds a sense of personal commitment to action and service.
- Is a self-directed, self-knowledgeable, and active participant in their communities, in life, and become lifelong learners.

Additionally, a 21st century educated person is resourceful and flexible to the changing demands of the job market.
**How learning best occurs**

APEX Academy is charting a new path of success for young people who have not reached their potential in traditional school settings. APEX Academy’s performance-based instruction combined with clear expectations for every student, Common Core standards-aligned curriculum and a personalized academic plan create a foundation for success. APEX Academy students gain strong academic and life skills, as well as relevant valuable college and work experiences that prepare them for a successful transition to postsecondary education and careers.

Robert Marzano’s *Classroom Assessment and Grading That Work* (2006. pg.11, ASCD.) concludes that a performance-based formative classroom assessment is the most powerful tool in improving student academic achievement. Marzano delineates the importance of content standards and the need of 1) “unpacking” the benchmarks within the standards, 2) Identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically (Marzano, R. 2006 pg. 17-20). APEX Academy, with the help of Diploma Plus, has for the last eight years followed Marzano’s recommendations and developed a set of Common Core standards based competencies along with assessment rubrics based on Bloom’s Taxonomy to effectively measure classroom academic achievement in the four core content areas.

The application of Marzano’s (2006) theories have led us to have academic improvement and growth across all areas and allowed us to meet all API benchmarks and target goals. Our students have grown more engaged in learning, in knowing, and taking charge of what standards they are to be learning. There is no one single way how learning best occurs. Students are individuals who learn in different ways. Some are auditory learners. Some are visual learners. Some can work well with a combination of both. Learning best occurs when the teacher understands the needs of each student and helps each student reach his or her potential in an environment that is accessible to all. Learning best occurs when a student is known by a group of committed individuals. A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes self-reflection is essential to a true learning experience. APEX Academy also aims to enable students to become self-motivated, competent, lifelong learners by establishing an environment where learning is engaging, supportive, and worthwhile. When students experience learning that is engaging, supportive, and connects to “real world” applications, they develop a love of learning that continues far beyond high school.

Additionally, learning best occurs when a school implements assessments that measure learning over time, inclusive of clear and specific classroom assessments, that encourage authentic learning (Marzano, R. 2006. Chapters 3, 4, 5). Respectively, at APEX Academy we have implemented an Annual Developmental Portfolio (ADP) for all students that includes specific classroom work assessed through progressive rubrics. Our ongoing commitment is to continue to refine our instructional program by adhering to already tested research methodology, and finding educational partners who share the same passion.
### Addressing the Requirements of LCCF – Annual Goals and Targets

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<th>LCFF STATE PRIORITIES</th>
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<td>GOAL #1</td>
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#### CONDITIONS OF LEARNING

All students will have access to a high quality education program leading to a high school diploma and eligibility to a four-year university and/or other post-secondary career options.

#### Specific Annual Actions to Achieve Goal

##### Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.
- APEX Academy will maintain a credential review log as part of teacher hiring process and support our teachers’ credentialing needs.
- APEX Academy will review master schedule/teacher assignments prior to the beginning of each semester to ensure compliance.

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.
- APEX Academy will review alignment of instructional materials to standards and course offerings.
- APEX Academy will maintain an annual inventory of instructional materials and respective purchase of materials.
- APEX Academy budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).
- In collaboration with LAUSD plant manager and host school administrations, APEX Academy will do annual and monthly facility inspections to screen for safety hazards.
- Daily general cleaning by LAUSD M & O staff will maintain campus in good repair and adequate cleanliness.

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

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
- APEX Academy will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs through the use of the Explicit Direct Instruction (EDI) model.
- APEX Academy will provide additional supports and interventions to all students, including ELs during the school day, after school and Saturdays as needed.
- APEX Academy will provide PD to teachers examining CAASPP and NWEA MAP student achievement data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

##### Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)
- APEX Academy will provide students with a broad array of courses including all A-G core course subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.
- APEX Academy’s master schedule will reflect and meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.
- APEX Academy will continue to provide opportunities for all students during the day and after school to create or demonstrate advanced academic performance in corresponding Diploma Plus competencies and rubrics.
APEX Academy will provide a 1:1 technology (Chromebook) to ensure access to web resources and curriculum tools.

## Expected Annual Measurable Outcomes

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

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

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### Priority 1 Outcome 2: All APEX students will have access to standards-aligned instructional materials pursuant to Education Code section 60119

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

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

**Metric/Method for Measuring:** % of rooms (all) in good repair; with Prop 39 FUA in place, APEX administration will work with host administrations and LAUSD facilities personnel to ensure facilities are maintained in good repair.

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

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

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

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

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<td>All Students (Schoolwide)</td>
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LCFF STATE PRIORITIES

GOAL #2

PUPIL OUTCOMES

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

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)
Priority 4 Outcome 1 – Performance on standardized test and score on API-AYP (or whatever comparable metric is developed)
- APEX Academy will carefully examine CAAASP scaled scores and other newly developed state and federal accountability information and quarterly review progress towards targets with all instructional staff.
- APEX Academy will analyze CAAASPP and NWEA student achievement data, as well as course grades, and other state and internal assessment scores and quarterly review progress towards targets.

Priority 4 Outcome 2 - Share of pupils that are college and career ready (A-G)
- APEX Academy will offer courses that meet UC/CSU admission requirements to all students.
- APEX Academy counselors will offer annual personalized 1-4-year academic success plans (depending on level of credit deficiency upon enrollment) outlining the classes students will take during their high school enrollment.
- Success Seminar teachers will assist and conduct activities supporting student success plans as well as monitor course passing progress.

Priority 4 Outcome 3 – Share of English learners that become English proficient
- APEX Academy will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- APEX Academy will conduct periodic PD sessions to inform and update instructional staff on progress of EL subgroup, CELDT training and reclassification awareness.
- APEX academy will conduct In-depth PD in unpacking Pauline Gibbons’ 7 Intellectual Practices for EL literacy along with the Diploma Plus ELD Competency rubrics

Priority 4 Outcome 4 - English learner reclassification rate
- APEX Academy budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- APEX Academy will continue additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

Priority 4 Outcome 5 - share of pupils that pass Advanced Placement exams with 3 or higher
- APEX Academy will review alignment of instructional materials to standards and course offerings, inclusive of AP course offerings every semester.
- APEX Academy budget will be reviewed every year to ensure AP training is budgeted along with adequate budget for AP instructional materials are in place.

Priority 4 Outcome 6 - share of pupils determined prepared for college by the Early Assessment Program.
- APEX Academy budget will be reviewed every year to ensure adequate budget for PSAT program implementation is in place.
- APEX counselors will conduct individual counseling sessions regarding the importance of the PSAT toward college readiness.
**Priority 8 [Other Pupil Outcomes]**

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

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

---

**Expected Annual Measurable Outcomes**

**Priority 4 Outcome 1:** APEX Academy student significant subgroups will meet or exceed proficiency targets and API/AYP (or comparable new measure) growth targets in English Language Arts/Literacy and Math on the CAASPP assessment system.

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

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<tr>
<td>All Students (Schoolwide)</td>
<td>Set benchmarks (spring 2017 CAASPPs)</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
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**Priority 4 Outcome 2:** All APEX graduates will meet the UC/CSU A-G eligibility requirements with a “C” or better, unless otherwise specified by IEP, an alternative curriculum plan, or Foster Youth status for graduation purposes.

**Metric/Method for Measuring:** % of APEX graduates meeting A-G requirements with “C” or better.

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<tr>
<td>All Students (Schoolwide)</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
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**Priority 4 Outcome 3:** More EL students will move toward English proficiency

**Metric/Method for Measuring:** 3% more EL students will score Early Advanced and/or Advanced on the CELDT/ELPAC

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<tr>
<td>English Learners</td>
<td>35%</td>
<td>41%</td>
<td>44%</td>
<td>47%</td>
<td>50%</td>
<td>53%</td>
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**Priority 4 Outcome 4:** APEX will increase the number of English Learner students to be reclassified.

**Metric/Method for Measuring:** 3% more students will be reclassified every year

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<tr>
<td>English Learners</td>
<td>12%</td>
<td>15%</td>
<td>18%</td>
<td>21%</td>
<td>24%</td>
<td>27%</td>
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**Priority 4 Outcome 5:** More students will participate and score 3 or better in AP Exams

**Metric/Method for Measuring:** # and % of students scoring 3 or better.
**Priority 4 Outcome 6:** More APEX students in grades 9-11 will participate in the PSAT test in order to increase the number of students who meet or exceed college readiness benchmarks on the PSAT for their grade level.

**Metric/Method for Measuring:** % of students participating in the PSAT program

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<tr>
<td>All Students (Schoolwide)</td>
<td>27%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
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**Priority 8 Outcome 1:** More EL students will pass their core English course with a “C” or better in order to move toward reclassification.

**Metric/Method for Measuring:** % of students passing their core English course with “C” or better as analyzed in final report cards.

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<tr>
<td>All Students (Schoolwide)</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>English Learners</td>
<td>47%</td>
<td>57%</td>
<td>62%</td>
<td>67%</td>
<td>72%</td>
<td>77%</td>
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**LCFF STATE PRIORITIES**

**GOAL # 3**

**ENGAGEMENT**

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

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<th>Related State Priorities:</th>
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<td>☐ 2 ☒ 5 ☐ 8</td>
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<th>Local Priorities:</th>
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<tr>
<td>☐: WASC Action Plan Goal 2, 3</td>
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**Specific Annual Actions to Achieve Goal**

**Priority 3 (Parental Involvement)**

**Priority 3 Outcome 1 – Efforts to seek parent input in decision making at the school site.**

- APEX Academy will implement and promote “parent portal” component of SchoolPathways SIS system for real time attendance and grade checking for all families.
- APEX Academy budget will be reviewed every year to ensure adequate budget for parent community rep. is in place.
- APEX Academy will continue and enhance outreach media materials and resources (website, brochures, flyers, etc.) in both English and Spanish to promote the school’s vision and events.

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

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

**Priority 5 (Pupil Engagement)**

**Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism**
- APEX Academy will put in place a system of positive reinforcement, inclusive of incentives and rewards for attendance.
- APEX Academy budget will be reviewed every year to ensure adequate budget for PBIS coordinator and Attendance Counseling Liaison is in place to continue to increase academic engagement and attendance.
- APEX Academy budget will be reviewed every year to ensure adequate budget for further support of foster, homeless, and youth coming out of the correctional system is in place for personalization of academic plans as needed.
- APEX Academy will provide annual cultural/poverty relevant professional development to all instructional and counseling staff

**Priority 5 Outcome 2 – Middle school drop-out rates**
- APEX Academy counseling staff will meet with every 7th and 8th grade students to ensure successful progress, culmination and matriculation into high school.
- APEX Academy will analyze every grading period of middle school program to ensure appropriate academic support is provided to students (after school tutoring, during the day support, Saturday school, summer school).

**Priority 5 Outcome 3 – High school drop-out rates**
- APEX Academy counseling staff will meet with every student every year to update student success plan to ensure successful academic progress, next grade matriculation, and graduation.
- APEX Academy will analyze every grading period of high school program to ensure appropriate academic support is provided to students (after school tutoring, during the day support, Saturday school, summer school).

**Priority 5 Outcome 4 – High school graduation rates**
- APEX Academy will monitor and analyze course passing rates and credit counts for every student every semester.
- APEX Academy will alter and adjust master schedule as needed to accommodate during-the-school-year intervention in order to allow students to catch up.
- APEX Academy budget will be reviewed every year to ensure adequate budget for counseling is in place to maintain low 150:1 ratio.

**Priority 6 (School Climate)**

**Priority 6 Outcome 1 - pupil suspension rates**
- APEX Academy will monthly assess discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion
- APEX Academy budget will be reviewed every year to ensure adequate budget for PBIS coordinator and Attendance Counseling Liaison is in place to continue to increase academic engagement and attendance.
- APEX Academy will, through our Success Seminar, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**Priority 6 Outcome 2 – pupil expulsion rates**
- APEX Academy will monthly assess discipline issues inclusive of suspensions/expulsions (if any) and strive implement alternatives to suspension/expulsion.
- APEX Academy budget will be reviewed every year to ensure adequate budget for PBIS coordinator and Attendance Counseling Liaison is in place to continue to increase academic engagement and attendance.
- APEX Academy will, through our Success Seminar, establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

**Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness**
- APEX Academy will developed “pre” and “post” surveys for all stakeholders both online and offline platforms.
- APEX Academy will increase outreach announcing and encouraging for students and parents.
### Expected Annual Measurable Outcomes

**Priority 3 Outcome 1:** APEX Academy will increase monthly parent community participation in workshops throughout the school year, with special attention to parents of unduplicated pupils (95% of school is unduplicated pupils).

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>10-20</td>
<td>20-30</td>
<td>30-40</td>
<td>40-50</td>
<td>50-60</td>
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**Priority 3 Outcome 2:** APEX Advisory Council will be promoted, and supported to be fully operational and self-sustaining within the next three years.

*Given span grades of 7-12, recruitment focus will be on parents of 7th and 8th grade students in order to maximize commitment of membership.*

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

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<tr>
<td></td>
<td></td>
<td>-Recruitment of parent members</td>
<td>-Continued recruitment</td>
<td>-Training of 7th/8th grade parent cadre</td>
<td>-Continued recruitment</td>
<td>-Continued recruitment</td>
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**Priority 5 Outcome 1:** APEX Academy will increase the overall school attendance rate by 1%

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
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**Priority 5 Outcome 2:** APEX will reduce middle school dropout rate and ensure 100% of middle school student matriculation into high school

**Metric/Method for Measuring:** % of student matriculation and enrolment into high school

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<tr>
<td>All Students (Schoolwide)</td>
<td>Less than 1%</td>
<td>Less than 1%</td>
<td>Less than 1%</td>
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**Priority 5 Outcome 3:** APEX Academy will reduce high school cohort dropout rate.

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

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>18%</td>
<td>15%</td>
<td>12%</td>
<td>9%</td>
<td>6%</td>
<td>3%</td>
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**Priority 5 Outcome 4:** APEX Academy will increase its cohort graduation rate.

**Metric/Method for Measuring:** % of cohort graduates.
### Enabling Students to be Self-Motivated, Competent and Life-Long Learners

The goals stated above are specific to the needs identified as a school community and are meant to be revisited every year. Goal 1 targets specifically English Learners, while benefitting the entire student body. We believe, as the data shows that English Learners at APEX have become more competent and committed learners, while also acquiring skills to be resilient and self-motivated to continue onto post-secondary options. Goal 2 is specifically targeting student engagement, as we know the high level of vulnerability faced by the students we serve. Continuing the implementation of our competency-based instructional program is central to developing life-long learners at APEX Academy. Goal 3 targets parent involvement, as traditionally in high poverty communities, parental involvement is very limited due to transiency, parents working multiple jobs, and other poverty driven obstacles and barriers. With goal 3, APEX expects to increase capacity to develop parent leaders and community leaders.

### Instructional Design

**Competency-Based /Performance-Based Curricular and Instruction Design with Theory and Research**

APEX Academy uses the Diploma Plus competency-based instructional model which is aligned with our commitment to adhere to Marzano’s prescription to develop summative classroom assessments. The Diploma Plus (DP) Competencies, along with the CA Common Core State Standards (CA CCSS) and CA content standards are present in all aspects of curriculum design. APEX Academy provides curriculum, instruction, and assessments that are focused on knowledge, skills and understanding a set of content standards and DP Competencies (both academic and personal). APEX Academy has developed a rigorous curriculum with effective instructional practices and uses authentic assessments, that are competency-based and standards-

### Priority 6 Outcome 1: APEX Academy will reduce its suspension rate

**Metric/Method for Measuring:** % of student suspensions

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>70%</td>
<td>73%</td>
<td>76%</td>
<td>79%</td>
<td>82%</td>
<td>85%</td>
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### Priority 6 Outcome 2: APEX Academy will maintain its expulsion rate at 0%

**Metric/Method for Measuring:** % of student expulsions

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>3%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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### Priority 6 Outcome 3: APEX will develop a “pre” and “post” parent school experience survey, and increase participation

**Metric/Method for Measuring:** % of parent participation completion of school climate survey

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
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aligned, to re-engage students and create life-long learners.

Clear skills and DP competencies are developed from CA content standards as prescribed by Marzano’s research and methods (Marzano, R. 2006. Chapter 2) has allowed students to know what is expected of them in the all content areas. The skills and competencies are targeted, individualized and developed for our students with intervention and enrichment plans built in for students with those needs. Below are samples of the DP English Language Arts Competencies that have been used in the development of classroom authentic assessments at APEX Academy:

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

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

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

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

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

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

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

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

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

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

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

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

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

The traditional classroom scale of assessment based on points, percentages, and/or letters does not provide feedback and can therefore not explicitly measure growth in learning. In chapter three of Marzano’s Classroom Assessment and Grading that Work (2006. pg. 29), the author questions the traditional point system and calls on practitioners to embrace assessment that “measures growth in learning that is explicit, clear, and relevant”. At APEX Academy we have developed a set of assessment rubrics that provide clear and explicit expectations and feedback for their performance.

qualitatively different kinds of thinking. As shown in the table below, the revised Bloom’s Taxonomy identifies and classifies different levels of thinking about a concept or skill from “Remembering” through “Creating and Evaluating”. The rubrics for the skills, dimensions and competencies are based on these different stages. For example, the rubrics describe a student that demonstrates an “proficient” level of work as showing an ability to analyze, compare and defend while using the targeted Competency, while a student at the Advanced level is able to create, hypothesize, or synthesize while using the same Competency. The Diploma Plus assessment rubrics allow all students to land on the rubric then begin the process of advancing their critical thinking and moving up the rubric. With the expectations clearly spelled out, students are better able to plan and complete the work that is required to achieve mastery.


<table>
<thead>
<tr>
<th>Competencies</th>
<th>Absence of Evidence</th>
<th>Emerging (Remember)</th>
<th>Capable (Understand)</th>
<th>Bridging (Apply)</th>
<th>Proficient (Analyze)</th>
<th>Advanced (Create/Evaluate)</th>
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<tbody>
<tr>
<td>Choose</td>
<td>Classify</td>
<td>Assumptions</td>
<td>Appraise</td>
<td>Assess Generalize</td>
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<tr>
<td>Define</td>
<td>Confirm</td>
<td>Categorize</td>
<td>Compare</td>
<td>Combine</td>
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<tr>
<td>Describe</td>
<td>Differentiate</td>
<td>Compare</td>
<td>Defend</td>
<td>Combine</td>
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<tr>
<td>Identify</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Debate</td>
<td>Construct</td>
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<tr>
<td>Label</td>
<td>Explain</td>
<td>Dramatize</td>
<td>Discuss</td>
<td>Create</td>
<td></td>
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<tr>
<td>List</td>
<td>Give example</td>
<td>Examine</td>
<td>Discuss</td>
<td>Critique</td>
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<tr>
<td>Locate</td>
<td>Infer</td>
<td>Investigate</td>
<td>Discuss</td>
<td>Design</td>
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<tr>
<td>Memorize</td>
<td>Interpret</td>
<td>Order</td>
<td>Debate</td>
<td>Develop</td>
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<tr>
<td>Recognize</td>
<td>Match</td>
<td>Relate</td>
<td>Defend</td>
<td>Formulate</td>
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<td>Select</td>
<td>Predicet</td>
<td>Solve</td>
<td>Inspect</td>
<td>Hypothesize</td>
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<td></td>
<td>Prepare</td>
<td>Survey</td>
<td>Judge</td>
<td>Originate</td>
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<td></td>
<td>Show</td>
<td>Use</td>
<td>Question</td>
<td>Synthesize</td>
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<td></td>
<td>Summarize</td>
<td></td>
<td>Recommend</td>
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To further bring the demonstration of student learning and growth, APEX/DP have implemented the Annual Developmental Portfolio (ADP) system. In chapter 5 of Marzano’s Classroom Assessment and Grading that Work (2006), Marzano states “that assessment that encourages students to improve is the most challenging to implement.” Another researcher whose work we have adapted and incorporated into our ADP system is Linda Darling-Hammond. She proposes “meaningful performances”, “demonstrating their learning in exhibitions and portfolios” (Linda Darling-Hammond, 1997. The Right to Learn, pgs. 59-115 San Francisco: Jossey-Bass). We believe Robert Marzano’s and Linda Darling-Hammond’s work on authentic classrooms and school assessments and portfolio research provide solid ground as we continue to sharpen our Annual Developmental Portfolio System.

Our ADP implementation is school wide and conducted over a three week period. APEX Academy has developed partnership with outside professionals, community members, and civic leaders to come in and form panels that review each students 10 to 15 minute year-end-portfolio-defense using the APEX/DP portfolio rubric. This is according to Marzano, “One of the most powerful and straightforward ways a school can provide feedback that encourages learning is to have students keep track of their own progress...” and presenting it (Marzano, 2006. pg. 89).

Success Seminar-High School/ Advisory-Middle School
A major component of APEX’s instructional program is Success Seminar, where each student has a dedicated adult that will stay with their Success Seminar class and get to know them over a concurrent period of time. Middle School students stay with same Success Seminar teacher for two years 7th through 8th. High School students stay with their Success Seminar teacher 9th through 12th, four years in total. This Success Seminar teacher is the keeper and major supporter for presenting the ADP, by helping students reflect on their overall academic and personal growth over the years and create an online presentation.
According to Jeannie Oakes having access to “care” and building a “caring school community” involves putting structures in place that promote care and personalization (Jeannie Oakes and Martin Lipton, 1999. Teaching to Change the World, NY: McGraw-Hill Publishers, pgs.342-344). Jeannie Oakes is known as the most prominent researcher on the issue of “tracking”, her work on Teaching to Change the World (1999) and Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation (2008) has laid down the framework for the development of our success seminar course.

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

P01. Self-management: Take responsibility for changing personal behaviors or acquiring skills that lead to both social and academic success.
P02. Planning and Responsibility: Demonstrate ability to create and execute effective plan and take responsibility for outcomes.
P03. Problem Solving and Decision Making: Demonstrate problem solving and decision making techniques.
P04. Integrity: Act on convictions and stand up for beliefs.
P05. Reflection and Evaluation: Assess current knowledge, progress, and effectiveness of process and actions.
P06. Cooperation: Interact with others in ways that are responsive, effective, and demonstrate respect for others’ ideas, opinions, and contributions.
P07. Conflict Resolution and Negotiation: Apply conflict resolution and negotiation strategies.
P08. Cultural Competence: Demonstrate a global perspective that includes appreciation for the wide range of cultural perspectives and embrace for both commonalities and differences.

We believe that our Success Seminar structure has become a powerful tool in improving the academic achievement and social-emotional world of our student body.

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

Curriculum, Textbooks, and Course Descriptions

APEX Academy’s Curriculum and Instruction
APEX Academy uses the Diploma Plus competency-based instructional model which is aligned with our commitment to adhere to Marzano’s prescription to develop summative classroom assessments. The Diploma Plus (DP) Competencies, along with the CA Common Core State Standards (CA CCSS) and CA content standards are present in all aspects of curriculum design. APEX Academy provides curriculum, instruction, and assessments that are focused on knowledge, skills and understanding a set of content standards and DP Competencies (both academic and personal). APEX Academy has developed a rigorous curriculum with effective instructional practices and uses authentic assessments, that are competency-based and standards-aligned, to re-engage students and create life-long learners. APEX Academy will continue to adopt textbook and instructional materials in a continuous basis, as well as review recommended and adopted textbooks by the state and LAUSD.

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

APEX Academy’s High School Educational Program by Subjects

High School Mathematics- Course Descriptions
APEX Academy switched to Integrated Math 1, 2, and 3 in the 2015-16 school year. Carrie Heath Phillips, the program director for common core at the Washington-based Council of Chief State Schools Officers says, “The integrated math approach made it easier for school districts to reflect on aligning curriculum to common core.” (http://mobile.edweek.org/c.jsp?cid=25919801&bcid=25919801&rssid=25919791&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Few%2F%3Fuuid%3DED185CCA-6541-11E4-A965-BDA3B3743667). Common internationally, the integrated sequence is meant to take math learning out of silos and teach students how to bridge connections among math topics. There are three levels of integrated math, and students typically take classes from 9th to 11th grade.

Integrated Math 1: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the C requirement for the Subject Area Requirements and meets
the APEX Academy graduation requirements.

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

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

Integrated Math 2: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the C requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

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

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

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

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

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

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

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

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

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

Integrated Math 3: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the C requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

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

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

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

Trigonometry/Mathematical Analysis: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the C or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

Pre-calculus is an advanced mathematical course that prepares the student for Calculus. The first semester covers the concepts of trigonometry while the second semester examines topics such as functions, sequences and series, matrices, polynomial functions and an introduction to derivatives and limits. Students will use a variety of technological tools and group investigation to explore questions, make observations and draw conclusions while solving real world problems in four different ways: algebraically, numerically, graphically, and verbally.

Course Objectives:

Perform arithmetic operations with complex numbers
Represent complex numbers and their operation on the complex plane
Represent and model with vector quantities
Perform operations on vectors
Perform operations on matrices and use matrices in applications
Interpret the structure of expressions
Rewrite rational expressions
Create equations that describe numbers of relationships
Solve systems of equations
Interpret functions that arise in applications in terms of the context
Building a function that models a relationship between two quantities
Expand the domain of trigonometric functions using a unit circle
Model periodic phenomena with trigonometric functions
Prove and apply trigonometric identities
Apply trigonometry to general triangles
Translate between the geometric description and the equation for a conic equation

Prerequisites:
Integrated Math 1 or Algebra 1AB (Recommended)
Integrated Math 2 or Algebra 2AB (Recommended)

Daily warm ups that assess student understanding of the previous days’ concepts and skills.

Investigation and analysis of mathematical concepts
Technology: graphing calculators, sketchpad, fathom, etc.
Class and table group discussions of investigations and discoveries
Group and hands-on activities that employ the concepts of the lesson
Pair-share of ideas and solutions
Peer teaching and learning
Daily practice problems that incorporate real world situations
Instructional games and competitions

Along with daily concept practice, students will be assigned 6 authentic assessments that allow them to apply what they have learned into a real world scenario.

**Advanced Placement Calculus AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the C or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

Calculus AB is mainly focused with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications, the courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important.

Calculus was developed in the 1600s as a tool to model gravity such as the velocity of an apple falling from a tree, the trajectory of a planet around our sun, or how to maintain a satellite in orbit. In this class students will study calculus and some of its many applications in physics, economics, chemistry, and more. Students will be able to answer questions orally, numerically, and in complete sentences. Students will be able to graphs, tables, algebra, and analysis to solve problems. This course will also include experimentation using the graphing calculator in order to interpret results and draw conclusions.

AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement or both from institutions of higher learning.
High School English/Language Arts – Course Descriptions

ELD Programming/Placement

APEX Academy offers a Structured English Immersion (SEI) program and an English Language Mainstream (ELM) Program to meet the needs of our English Learners. Based on CELDT testing and teacher evaluations, we have not had any student programmed into our SEI program. Over the last 8 years we have enrolled students in the ELM program as the majority of our EL students have not been new students to the US and have not been scoring at levels 3, 4, and 5 on the CELDT. APEX Academy is prepared to serve all levels of English Learners and will continue to use the *Hampton-Brown High Point: Success in Language, Literature, and Content Levels A, B and C* curriculum if necessary.

**English Language Mainstream (ELM) Program**: The goal of this program is to ensure that ELs progress linguistically and academically to meet English Language Development and grade-level content standards simultaneously. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support with their fluent peers.

Following are the components of this program:
Grades 7-12:
- **Explicit ELD**: Daily ELD instruction will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards in core English course, utilizing standards-based materials and supplemental materials.
- **Access to Core**: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/EDI strategies and materials.
- **Electives**: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- **Primary Language Support**: Primary language support will be used minimally, only as needed.
- **Other**:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills.
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English using Diploma Plus Rubrics.
  - After-school programs and tutoring.
  - Collaborative learning experiences through club projects.

**English 9AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the B requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

**English 10AB: (core and/or college preparatory)**
UC/CSU has approved this course as fulfilling the B requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. During the literary analysis component of the course, students will read literary texts, recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature.
American Literature and Composition: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the B requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

Contemporary Composition: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the B requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

In this course, there is a concentrated focus on writing, specifically the genres of writing on college placement tests in English. Two new compositions are introduced in the eleventh grade: reflective composition and historical investigation. Reflective compositions require the student to explore the significance of a personal experience, event, or concern, while maintaining an appropriate balance between describing the incident and relating it to a more abstract idea. The historical investigation report requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons
for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions during the eleventh grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1500 words each, including timed writing.

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

UC/CSU has approved this course as fulfilling the B requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

UC/CSU has approved this course as fulfilling the B or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

African-American Literature: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the B or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

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6. To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment.
(7) A critical understanding of ethnic identity and racial identity and how it is constructed and reconstructed by individuals and groups over time and different contexts.  
(8) Develop and sharpen critical communication skills through the facilitation of discussions and writing skills through essay assignments.

**Advanced Placement English Literature: (core and/or college preparatory)**  
UC/CSU has approved this course as fulfilling the B or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers us language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through.

**High School History/Social Sciences – Course Descriptions**

**World History, Culture, and Geography: The Modern World AB (core and/or college preparatory)**  
UC/CSU has approved this course as fulfilling the A requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

**United States History and Geography: Continuity and Change in the Twentieth Century AB (core and/or college preparatory)**  
UC/CSU has approved this course as fulfilling the A requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.
This Grade eleven course surveys the major turning points in American history in the twentieth century. The course begins with a selective review emphasizing two major themes: the nation’s beginnings and the industrial transformation of the new nation. Throughout the course the application of constitutional principles to contemporary issues is addressed. Topics covered are the expanding role of the federal government and the federal courts, the continuing tensions between the individual and the state and between minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on American society; culture change in the ethnic composition of American society, the movements toward equal rights for diverse groups such as racial minorities, gays and lesbians, people with disabilities, and women; and the role of the United States as a major world power. The course investigates the diversity of American culture, including religion, literature, art, drama, architecture, education, and the mass media.

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

UC/CSU has approved this course as fulfilling the A requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

**Economics: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the A requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

Economics for Grade 12 is a one-semester course designed to help students become responsible decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four basic economic units: Fundamental economics concept, comparative economic systems, the principles of microeconomics, the principles of macroeconomics and international economics concepts.

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

**Advanced Placement American Government and Politics (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the A or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

This course provides an intensive study of how the various elements of government and politics in the United States work together to produce public policy. It examines the critical relationship among the various institutions, government, groups, and ideas that make up the political scene. This course helps the student become familiar with the various ideas and theories used to analyze and predict political behavior and the terminology useful in describing politics. The activities include essays, tests, note taking, debates, research projects, and use of with primary and secondary sources. It emphasizes the analysis and interpretation of factual information as it pertains to U.S. government. This course is designed for students eligible for Honors Social Science and gives them an opportunity to interact with college-level material. If a student passes the CEEB Advanced Placement Exam, this course may be accepted by colleges for course credit.

**Advanced Placement United States History: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the A or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

Advanced Placement United States History is a college level, chronological and thematic survey course in US History covering the time period from Colonial America (1491) to the present. In this class students will develop analytic skill and build factual knowledge to deal critically with the problems and issues in US History. Students will learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship.

This course is organized chronologically by the nine time periods, and thematically by the 7 thematic learning objectives. We will learn detailed information about each time period and be able to track themes across different time periods.

**High School Science – Course Descriptions**

**Marine Biology AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the D requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.
This course studies physical oceanography, marine ecology, and marine organisms, evolution of marine species, and marine flora and fauna. In addition to familiarizing students with the features of the marine environment which is an integral part of Southern California, this course helps to acquaint students with the ecology of other marine ecosystems, and occupational opportunities present in the field of marine biology and oceanography. Dissection of preserved organisms, field research, and scientific reporting are all part of the laboratory experience. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth’s ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills.

**Biology AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the D requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The main purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus is on active student participation in laboratory investigations and the development of critical-thinking skills. Biology AB provides the foundation for further studies in Biology.

**Chemistry AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the D requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

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

**Physics AB: (core and/or college preparatory)**
UC/CSU has approved this course as fulfilling the D or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The California State University and University of California systems’ A - G admissions requirements state that two years of laboratory science are required and three years are recommended. APEX Academy requires one year of a biological science and one year of a physical science for graduation. Physics is a standards-based laboratory science that fulfills these requirements.

Physics is an experimental science with the focus on Newton’s three laws of motion, conservation of energy, thermodynamics, electromagnetic spectrum, and electricity and magnetism. It is imperative that a science literate citizen be able to employ problem solving skills. Since much of the information presented now in physics concerns processes which can be seen, pedagogical techniques which permit students to conceptualize and visualize these processes will be employed. Whenever possible, tables, graphs, and animations are used to reinforce concepts. Besides, SDAIE strategies strengthen the literacy of students.

Laboratory work is a vital component in the science experience. Acquisition of quantifiable data, manipulation of the data through tables and graphs, and formulation of conclusions based on results should be emphasized. The State Content Standards in Science were developed so that every student would have access to a uniform quality and quantity of information in science; for this reason, most State Standard have been retained in the District Course Description, and it is expected that every student will achieve mastery of the information.

**Advanced Placement Biology: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the D or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The AP Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices I assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

**Advanced Placement Environmental Science: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the D or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course.
High School Electives – Course Descriptions

Introduction to Art AB: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the F requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. Introduction to Art provides a foundation of visual arts knowledge and skills and their connections to other subjects, and explores the discipline in depth both intellectually and experientially. The course serves as a prerequisite for all advanced visual arts courses in high school.

This is an introductory art course that teaches the elements and principles of design by employing a variety of different techniques and mediums. In addition, this course endeavors to create a safe space that nurtures and encourages self-expression and discovery while also building practical skills in drawing, design, painting, printmaking, and sculpture. Student will learn to use observational methods along with their imagination to create artworks. The course will teach students to be strong visual mechanics with the ability to critically analyze and discuss their own work, as well as the work of others. Through in-class discussions, critiques, and written reflections, students will learn to evaluate their own work, as well as offer constructive criticism and support to their peers. Along with learning to use relevant concepts and terminology in their discussion of images, students will learn the importance of history and social context to understanding visual art. After completing the course students should have a better appreciation for the role art plays in the world around them, possible career opportunities in the arts, and it’s relevance to their lives as well as to the broader contemporary culture.

Drawing and Painting AB: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the F or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

Drawing and Painting 1AB is a yearlong course designed to build upon students’ foundational knowledge in technical drawing and rendering skills and a more in depth exploration of painting skills through the application of the elements of art and principles of design. Additionally, this course will continue to expose students to art of different cultures and time periods and have them look more critically at their own work. Students will have the option to use a variety of different artistic techniques and media (graphite, ink, charcoal, scratch board, linocuts color pencils, oil pastels, water color and acrylic) to build on their artistic strengths and will build a portfolio of finished work that demonstrates breadth and concentration. At the end of the year, students will be expected to write an artist’s statement to justify their body of work. The course is broken down into 4 units:

1. Linear drawing techniques
2. Values, form and space
3. Drawing with color
4. Direct approach to painting

The purpose of this course is to go in depth in the exploration of different types of art and media which will allow them to express themselves through meaningful and artistic compositions.

Advanced Placement Studio Art AB: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the F or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The AP Studio Drawing Portfolio course is designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition, and execution of their ideas. (C2) AP Studio Art is not based on a written exam; instead, students will submit a portfolio at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving, and ideation Breadth. (C4) Students develop a body of work for the Concentration section of the portfolio that investigates a visual idea of personal interest to them. The five top pieces are selected for actual presentation in the Quality section of the Drawing portfolio.

**Spanish 1AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the E requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

UC/CSU has approved this course as fulfilling the E requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

**Spanish 2AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the E requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

UC/CSU has approved this course as fulfilling the E requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

**Spanish 3 AB: (core and/or college preparatory)**

UC/CSU has approved this course as fulfilling the E or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

In this Spanish 3 course, students will:

- Gain a better understanding of the Spanish literary canon
- Become familiar with different literary authors from different countries such as Pablo Neruda
- This class is conducted exclusively in Spanish with the use of Latin American and Hispanic culture support of literature, visual and audio activities
- Grammar instruction includes use of rules for words that are:
  - Agudas
  - Llanas
  - Esdrújulas
  - Sobreesdrújulas

- Be expected to develop their interpersonal communication skills to understand conversations, lessons, and create/present presentations exclusively in Spanish.
- Develop their awareness of the World Wide Web in context to the Spanish language.
- Express themselves aptly in a variety of styles and situation by refining their fluency and written language in formal and informal contexts.
- Develop their reading skills which entails becoming exposed to the Spanish Speaking world through literature, history, art, and music.
Spanish for Spanish Speakers 3 AB: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the E or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

In this Spanish 3 course, students will:
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- Grammar instruction includes use of rules for words that are:
  - Agudas
  - Llanas
  - Esdrujulas
  - Sobreesdrujulas

- Be expected to develop their interpersonal communication skills to understand conversations, lessons, and create/ present presentations exclusively in Spanish.
- Develop their awareness of the World Wide Web in context to the Spanish language.
- Express themselves aptly in a variety of styles and situation by refining their fluency and written language in formal and informal contexts.
- Develop their reading skills which entails becoming exposed to the Spanish Speaking world through literature, history, art, and music.

Computer Application AB: (non-core and/or non-college preparatory)
In this course you will learn how to use different computer applications to create original digital content. We will focus on Google Drive and Microsoft Office applications with a minor focus on keyboarding, coding, and animation. This class combines technology and visual art standards in order to create unique course content. By the end of the course you will be able to create original digital content using workplace-standard desktop publishing applications.

Digital Imaging AB: (core and/or college preparatory)
UC/CSU has approved this course as fulfilling the F or G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

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

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

**Internet Publishing AB: (non-core and/or non-college preparatory)**
In this course you will learn how to create websites, blogs, and publish original content online. Additionally, we will cover introductory coding lessons and product development. This class combines technology and visual art standards in order to create unique course content. By the end of the course you will be able to publish your original work online, develop a product, business plan, and create business related graphics using industry standard software.

**Coding AB: (non-core and/or college preparatory)**
UC/CSU has approved this course as fulfilling the G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

Exploring Computer Science is a nationally recognized introductory college preparatory computer science course and includes curriculum, professional development, and assessments. ECS is composed of six units with lessons that are designed to promote an inquiry-based approach to teaching and learning foundational concepts in computer science and highlighting the computational practices and problem solving associated with doing computer science.

**Coding 2 AB: (non-core and/or college preparatory)**
UC/CSU has approved this course as fulfilling the G requirement for the Subject Area Requirements and meets the APEX Academy graduation requirements.

The Coding 2 follows AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

**Physical Education 1 AB & 2 AB: (non-core and/or non-college preparatory)**
Both physical education 1 and 2 are two semester (yearlong) courses provided to all incoming high school students. Students are required to take two years of physical education in order to fulfill high school graduation requirements at APEX Academy.

Students will learn the benefits of leading a physically active lifestyle along with dieting to promote lifelong fitness. Students will learn how to assess personal fitness levels in order to set goals, make plans, and strive to achieve a healthy lifestyle. Students will also refine a variety of movement skills. These skills contribute to the enjoyment of physical activities, such as sports, that will grant students a wide range of options when it comes to staying healthy.
This course will also have an emphasis on positive social interaction. Students are expected to build social skills and develop desirable characteristics such as teamwork, problem-solving, and self-management skills which will carry over to lifelong social skills used inside and outside the classroom.

APEX Academy’s Middle School Educational Program by Subjects

Middle School Math – Course Descriptions

Math 7 (core and culmination requirement)
This course will be divided into thirteen units. These units will be Integers and Rational Numbers; Exponents; Equations; Inequalities; Ratios, Rates, and Proportions; Percents; Introduction to Functions; Analyzing Data; Probability; Geometry and Area Surface Area and Volume; Transformations. Individual units will consist of checking for understanding (frequent checks during instruction), guided practice, practice work, and formative assessments designed to assess the student’s progress of understanding of the standards for the unit. Each unit will culminate with an authentic assessment based on real life applications.

This course is designed to allow students to review foundational skills, and application of Pre-Algebra concepts in preparation for Integrated Math 1 in 8th grade. Key strands throughout the curriculum are communication, analysis, real-life application, critical thinking, and problem solving. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. Areas of focus include: exploration of the real number system (including rational and irrational numbers and magnitude of numbers); foundations in Algebra; statistics and probability; geometry (both 2 dimensional and 3dimensional); proportions; and linear relations.

Integrated Math 1 (core and culmination requirement)
This course is the first of three in an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The course is divided into fourteen units that will build upon Algebra skills, geometry and statistics. However, the overarching goal of this course is to teach students how to learn math differently than they may have previously. Since this is the first year of an integrated program, students will be trained on methods of learning as well as content. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures.

Technology tools will also play an important role in learning. The students will learn through checking for understanding (frequent checks during instruction), guided practice, practice work, and formative assessments designed to assess the student’s progress of understanding of the standards for the unit. Each unit will culminate with an authentic assessment based on real life applications.

The purpose of Integrated Math I is to develop students’ ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Integrated I will extend the mathematics students learned in earlier grades and begin the development of concepts Number Sense, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally communicate all representations and connections. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning.
Middle School English/Language Arts – Course Descriptions

English 7 AB (core and culmination requirement)
The goal of the English 7 course is introduce students to a variety of texts and writing situations so they will be able to:

Build the skills and master the content required by the Common Core English Language Arts Standards in reading, writing, listening, and speaking. They will learn how to analyze and make meaning out of increasingly complex texts as they begin a journey of more autonomous learning. They will be introduced to critical thinking skills and literary analysis skills to prepare students for higher-level English courses.

Students will focus on reading fiction materials to display basic comprehension of the texts, identify elements of story, draw textual evidence, and analyze that evidence. They will also focus on non-fiction and informational materials to learn structure of texts, explore word connotations and meanings, and analyze the scope and organization of ideas by finding similarities and differences between texts. They will determine the natural bias and point of view of the author in the search of finding their own voice and evidence.

Students will understand the characteristics of various genres: autobiographical narrative, novels, short stories, poetry, plays, essays, articles, primary/secondary sources, internet sources, functional/workplace documents, and the reading strategies necessary to access these genres.

They will develop writing skills with formal essays, such as: character analysis, personal narrative, response to literature and expository/research, and informal writing assignments, such as: journal entries, free-writes, and reflective pieces. They will creates argumentative essays with clear main thesis and sufficient and relevant evidence. They will begin to develop research skill, distinguishing between credible and not credible sources when given guidance.

Finally, they will explore sentences in a way that reveals the basic structure as foundation for their knowledge of syntax that will be developed in eighth grade and beyond.

English 8 AB (core and culmination requirement)
The goal of the English 8 course is introduce students to a variety of texts and writing situations so they will be able to:

Continue the exploration of skills and master the content required by the Common Core English Language Arts Standards in reading, writing, listening, and speaking. They will learn how to analyze and make meaning out of increasingly complex texts as they begin a journey of more autonomous learning. They will be continue deepening their critical thinking skills and literary analysis skills to prepare students for higher-level English courses.

Students will focus on reading fiction materials to display basic comprehension of the texts, identify the theme and how characters interact with that theme, draw textual evidence, and analyze that evidence. They will also focus on non-fiction and informational materials to trace the main ideas of texts, begin to analyze the strength of evidence, compare word connotations and meanings, and analyze the scope and organization of ideas by finding similarities and differences between texts. They will determine the natural bias and point of view of the author in the search of finding their own voice and evidence. They will develop research skills to verify
information and distinguish between primary and secondary sources and add that to their writing and oral presentations.

Students will understand the characteristics of various genres: autobiographical narrative, novels, short stories, poetry, plays, essays, articles, primary/secondary sources, internet sources, functional/workplace documents, and the reading strategies necessary to access these genres. In addition, they will give oral presentations that contain the organization, idea development, and structure of well-thought out essays.

They will develop writing skills with formal essays, such as: character analysis, personal narrative, response to literature and expository/research, and informal writing assignments, such as: journal entries, free-writes, and reflective pieces. They will create argumentative essays with clear main thesis and sufficient and relevant evidence. They will begin to develop research skill, distinguishing between credible and not credible sources when given guidance.

Finally, they will explore sentence structure beyond subject and predicate, learning the names of other phrases and clauses to prepare them for more advanced sentence writing in twelfth grade.

Middle School History/Social Sciences – Course Descriptions

World History and Geography: Medieval and Early Modern Times (core and culmination requirement)
Students in grade seven study the social, cultural, and technological changes that occurred in Europe, and Asia in the years A.D. 500–1789. We will examine the major accomplishments and eventual downfalls of these empires and discuss how they changed the course of history. Student will research Ancient Asian societies, like China, Japan, and Korea. We will examine the relationship that exists between each country and with the world. Lastly, we will focus on Europe and development of modern though. We will start with Ancient Rome, move on to Medieval Europe, touch on the Renaissance, and end with the Reformation.

Our studies will go beyond facts, dates, names, places, events, and ideas. Historical inquiry requires students to engage in historical thinking: to raise questions and to marshal text based evidence in support of their answers; to go beyond their textbooks and evaluate multiple perspectives on historical issues. Students will read and write daily and be encouraged to share their ideas with their classmates. They will also engage in frequent discussions, group activities, and projects where they will hone their skills of analysis. Every student will achieve academic excellence by engaging in challenging and meaningful learning in a safe environment that promotes creativity, respect, self-esteem and personal growth.

United States History and Geography: Growth and Conflict (core and culmination requirement)
Students taking this course become masters of 8th grade U.S. History, they will also finish the year better prepared for the rigorous history curriculum that awaits them at high school. This class will explore the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. They will analyze the political principles underlying the U.S. Constitution. We will understand the foundation of the American political system. The class will analyze U.S. foreign policy in the early Republic. We will look at the causes and main events that lead to the American Civil War. Finally, students will study the complex issues connected to American Reconstruction.

Middle School Science – Course Descriptions

Earth Science AB (7th grade) (core and culmination requirement)
Seventh grade Earth Science is standards-aligned competency-based and laboratory based program. Students should spend approximately forty percent (40%) of their class time on hands-on activities. Introductory
principles of life science will be explored in detail, with some related topics from physical and Earth sciences included. Constructivist methods of teaching are employed to ensure the best possible comprehension and retention or science concepts. Science activities will be based on the California Science Standards as delineated in the California Science Framework and will utilize the skills and techniques outlined in the Investigation and Experimentation Strand of the Content Standards.

**Physical Science AB (8th grade) (core and culmination requirement)**
Eighth grade Physical Science is a standards-aligned competency-based and laboratory based program. Students should spend approximately forty percent (40%) of their class time on hands-on activities. Introductory principles of physical science and astronomy will be explored in detail, with some related topics from Earth and life sciences included. Constructivist methods of teaching are employed to ensure the best possible comprehension and retention or science concepts. Science activities will be based on the California Science Standards as delineated in the California Science Framework and will utilize the skills and techniques outlined in the Investigation and Experimentation Strand of the Content

**Middle School Physical Education – Course Descriptions**
**Physical Education 1 AB (7th grade) (non-core and culmination requirement)**
The goal of Physical Education 1 is to engage students into the acquisition of knowledge and skills to empower them to achieve and maintain a healthy lifestyle. By means such as:

- Building the skills and mastery of movement skills and movement knowledge
- Positive Self-Image and Personal Development
- Social Development

Students will have the opportunity to participate in activities that are based on active, caring, supportive and nonthreatening atmosphere in which every student is challenged and successful. Activities are aimed for the development and maintenance of the students’ physical, cognitive, and affective well-being. Activities include but not limited to the development of skill acquisition, cooperatives, individual and partner sports, and physical fitness activities. Resulting on a foundation for making informed decisions that will empower students to achieve and maintain a healthy lifestyle.

**Physical Education 1 AB (8th grade) (non-core and culmination requirement)**
The goal of Physical Education 2 is to build upon and emphasizes students’ prior acquisition of knowledge and skills to empower them to achieve and maintain a healthy lifestyle. By means such as:

- Building the skills and mastery of movement skills and movement knowledge
- Positive Self-Image and Personal Development
- Social Development

Students will be given the opportunity to build on prior knowledge in order to develop a level of mastery in skill development, lead up games, team sports, and physical fitness activities. Activities are based on a continuing theme of active, caring, supportive and nonthreatening atmosphere in order for each student to be successful. Students will receive instructions in rules, skills, and strategies associated with different sports in order to promote their physical, cognitive, and affective well-being. Resulting on a foundation to empower students to achieve and maintain a healthy lifestyle.
Innovative Curricular Components of APEX Academy

APEX Academy is charting an innovative path for success helping vulnerable young people who have not reached their potential in traditional school settings. APEX Academy’s performance-based instruction combined with clear expectations for every student, CA content standards & CA CCSS aligned curriculum and a personalized academic plan create a foundation for success. APEX Academy students gain strong academic and life skills, as well as relevant valuable college and work experiences that prepare them for a successful transition to post-secondary education and careers. *Robert Marzano’s Classroom Assessment and Grading That Work (2006. pg.11, ASCD.)* concludes that a performance-based formative classroom assessment is the most powerful tool in improving student academic achievement. Marzano delineates the importance of content standards and the need of 1) “unpacking” the benchmarks within the standards, 2) Identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically *(Marzono, R. 2006 pg. 17-20).*

APEX Academy, with the help of Diploma Plus, has for the last several years followed Marzano’s recommendations and developed authentic assessments aligned with the CA content standards, CA CCSS, and DP Competencies. These are used along with assessment rubrics based on Bloom’s Taxonomy to effectively measure classroom academic achievement in all content areas. The application of Marzano’s (2006) theories have led us to have academic improvement in API and allowed us to meet all AYP benchmarks. Our students have grown more engaged in learning, in knowing, and taking charge of what standards they are to be learning.

There is no one single way how learning best occurs. Students are individuals who learn in different ways. Some are auditory learners. Some are visual learners. Some can work well with a combination of both. Learning best occurs when the teacher understands the needs of each student and helps each student reach his or her potential in an environment that is accessible to all. A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes self-reflection is essential to a true learning experience. APEX Academy also aims to enable students to become self-motivated, competent, lifelong learners by establishing an environment where learning is engaging, supportive, and worthwhile. When students experience learning that is engaging, supportive, and connects to “real world” applications, they develop a love of learning that continues far beyond high school.

Additionally, learning best occurs when a school implements assessments that measure learning over time, inclusive of clear and specific classroom assessments, that encourage authentic learning *(Marzano, R. 2006. Chapters 3, 4, 5).* Respectively, at APEX Academy we have implemented an Annual Developmental Portfolio (ADP) for all students that includes defense of their authentic assessments that were assessed through progressive rubrics. Our ongoing commitment is to continue to refine our instructional program by adhering to already tested research methodology, and finding educational partners who share the same passion.

**Intervention and Enrichment Programs**

APEX Academy’s 1 to 150 student to counselor ratio is truly our most innovative practice. APEX Academy has developed programs on site to address the social/emotional and physical needs of socioeconomically disadvantaged students so that they can focus on their academic and educational goals and achieve them. As stated earlier the needs of those vulnerable to the effects of poverty and all the social-emotional issues that come with lacking resources or too difficult to receive, effect a child’s ability to learn. This systemic poverty issue is the first intervention that happens for every student at APEX Academy. This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by *Abraham Maslow (1943, 1954)* as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid.
form -- the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. This is where APEX Academy’s first academic intervention begins for students that are behind and/or advanced. If these deficiency needs are not met daily, then their effects will prevent the child from not only learning, but from evolving into a productive member of society.

Understanding Deficiency Needs
The bottom four layers of the pyramid are what Maslow calls "deficiency needs" named because of the fact that the individual does not notice their presence, only when they are lacking. At the very base lies physiological needs, including the most elementary of human necessities: food, water, sleep, and other simple bodily functions. Next in the hierarchy come safety needs: these consist of bodily, financial, and health security. After physiological and safety needs are met, humans search out love and belonging needs, including community, friendship, family, and romantic love. The last of the deficiency needs are esteem needs: the need for recognition, respect, as well as self-esteem. The individual achieves these needs by engaging in intellectual and physical activities that give them a sense of worth and value in the eyes of others (Maslow 1943, 1954).

By partnering with local agencies (i.e. Gateway Hospital, YPI, LA Promise Neighborhood, Boys and Girls Club, etc.) and community resources (Hollywood Social Security office, Home Depot, Denny’s, etc.) adult schools (Hollywood High Adult School & EVANS Community Adult School) occupational centers and community colleges (Abram Friedman occupational Center, Glendale CC, LACC, LA Trade Tech, Santa Monica CC, etc.) we offer channels for students, their parents and family members to gain access to community resources, thus meeting physiological and safety needs, that can assist in areas of greatest need including: food and shelter, legal, higher education, technical and job skills training, parenting classes, counseling and family support services. A very happy parent stated, “APEX has your back in a way I have never seen. They just don’t let you fail, and if you do, they are there to help with non-judgement. If I had a high school with all this help, I would have a different life.”

Information: The 1st Intervention Entry Point
Students and their families are re-engaged in their education by having them actively participate in the creation of their academic schedules. These individualized programming meetings increase a student/family’s understanding of what courses are required to graduate high school and the specific courses and grades (APEX Academy has a no “D” policy in order to align with 4-year college eligibility) required to apply to colleges and receive financial aid. This is only one of many opportunities to engage students/families in their education. Every on APEX Academy staff is another entry point for each student/family member. APEX Academy makes every attempt to make a connection with every student and their family, that APEX staff member then becomes the link to the family and provides valuable information to our counselors to ensure academic and social-emotional success.

The systematic information/counseling approach is to address Maslow’s 1st tier of physiological needs. As Maslow states, each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. Understanding the individual needs of each student and their family and how poverty makes them all vulnerable to losing hope that life gets better. APEX Academy meets every student/family where they are and begin providing whatever resources is needed to provide stability to the family system outside of school. Within APEX Academy the student is given an individual achievement plan that is continuously reviewed and updated based on new information and/or change in circumstances. Both action happen in parallel; support the physiological needs and create an individualized academic and social-emotion plan for student.
Over the past eight years of delivering this intervention, APEX has found a recurring trend: our students blossom after three years of being in our student-centered counseling-supported system. There has been noted a correlation that on average it takes students two years to meet Maslow’s first two tiers: 1 - **Physiological needs** and 2 – **Safety needs**; and then in the student in their 3rd year at APEX Academy enters tier 3 - **love and belonging needs**. Helping students and their families navigate the multiple and complex issues of poverty is APEX Academy’s first and most important intervention and the key to our students/families success.

**Intervention/Enrichment: 7 Period Day delivers both**

APEX Academy’s seven period days gives students two extra classes (10 credits) at the end of an academic school year. These extra classes are used for either provide intervention and/or enrichment, therefore keeping students on track for graduation and being college ready. The average APEX Academy senior begins their senior year with 200 credits, which has created enrichment opportunities for seniors to take extra college courses and participate in internships. By adopting a rigorous curriculum, best instructional practices, social/emotional support and effectively programming each student APEX Academy has increased school engagement and post-secondary options for all its students.

There is no one single way how learning best occurs. Students are individuals who learn in different ways. Some are auditory learners. Some are visual learners. Some can work well with a combination of both.

**Learning best occurs when the teacher understands the needs of each student both social/emotional and academic and helps each student reach his or her potential in an environment that is accessible to all.** A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes self-reflection with non-judgement is essential to a true learning experience. Additionally, learning best occurs when a school implements assessments that measure learning over time, inclusive of clear and specific classroom assessments, that encourage authentic learning. *(Marzano, R. 2006. Chapters 3, 4, 5)*. Last, the APEX Academy’s competency-based model allows for students to re-submit authentic assessments till they are proficient or advance. The goal is to demonstrate competency over time, not prove proficiency on a given day at a specific time. All APEX Academy teachers have a **tutoring hour** three days a week (Monday, Wednesday, & Thursday: Tuesday & Friday are Professional Develop days) from 3pm to 4pm; Middle School 2:45pm to 3:45pm.

**Enrichment**

We believe that all students are entitled to receive content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary possibilities. Students designated as gifted and talented are enrolled in rigorous honors and Advanced Placement (“AP”) courses where they are challenged among their peers as a method of differentiated instruction. All teachers of gifted and talented students are required to complete on-going training in their subject area, in differentiated instruction, as well as obtain certification by The College Board for any AP courses they teach. APEX Academy’s competency-based/standards-aligned authentic assessment rubrics also provide a recurring opportunity for enriched advance critical thinking. To achieve an “advanced” on our APEX/DP Competency Rubrics a student must demonstrate that they could create, design, develop, formulate, hypothesize, and synthesize the information that was presented by the instructor into their own project. Not an easy task, but will challenge those willing to try.

Additionally, counselors and classroom teachers assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring, and internship/community College courses that meet their needs for demanding instruction. We have had success
and will continue to identify low-achieving gifted students. As stated above, applying Maslow’s understanding of hierarchy of fundamental human needs has been the insight to encourage maximum student satisfaction and engagement, therefore the student achieves academic and social/emotional success within APEX Academy. Low achieving gifted students will be identified through teacher, counselor, and/or parent observations, as well as regular progress reports and test data. Students who are designated gifted and are earning below satisfactory progress reports will be referred for intervention as needed.

**Summer School: Intervention & Enrichment using a Competency-Based Model**

APEX Academy holds summer at the end of every academic school year. Any APEX student is allow to attend summer school for either intervention or enrichment or both if possible. APEX Academy reaches out to all our students and their families below grade level to strongly encourage summer school attendance.

APEX students are allowed one last time to improve on any of their academic work submitted or not submitted for the just finished school year. Since APEX Academy uses a competency-based grading system; students continue their work where they left off (for intervention) and/or improve on previously handed in work and demonstrate higher understanding, therefore higher grade (enrichment). All summer school grades are entered and students receive an updated weighted GPA, which is used for financial aid, so that APEX continues to connect doing well in school to being paid when you graduate, by not having to pay for college.

**Middle School Enrichment and Afterschool Resources**

**Enrichment Program:**

APEX Academy Middle School offers motivated students an individualized and comprehensive honors program available to eligible students that meet our Honors Program criteria. The customized approach enables students to develop into academic scholars by providing students with a rigorous academic program. The students will share a classroom with others that share their excitement for learning. In addition, the honors program promotes a supportive environment that will assist the students in increasing their potential. Honors classes use the same standards-aligned competency-based authentic assessments; the expectation with all our honor students is that they will continue to work achieving a proficient and/or advance on all rubrics.

The students eligible for the Honors Program must first meet at least two out of the four categories below to be considered: Gifted classification; Student work ethic, Student/Parent Recommendation, Teacher Recommendation, and Test Scores (NWEA test results).

**List of Curricular and Instructional Materials**

**High School Mathematics**

High School English/Language Arts

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

English 9AB - Textbook: Language of Literature (California Edition), 9; McDougal Littell.
English 10AB - Textbook: Language of Literature (California Edition), 10; McDougal Littell.

Contemporary Composition - Textbook: 11th Grade Contemporary Composition Course; LAUSD.
Expository Composition - Textbook: 12th Grade Expository Reading and Writing Course; LAUSD.

Great Books (Current books, class sets, in the APEX ELA Library):

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<tbody>
<tr>
<td>1984 by George Orwell</td>
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<tr>
<td>A Hero Ain't Nothin' But a Sandwich by Alice Childress</td>
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<tr>
<td>A Long Way Gone by Ishmael Beah</td>
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<td>A Midsummer Night's Dream Shakespeare Made Easy</td>
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<tr>
<td>Always Running by Luis J. Rodriguez</td>
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<tr>
<td>American Born Chinese by Gene Luen Yang</td>
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<td>Anne Frank The Diary of a Young Girl</td>
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<td>Black Boys</td>
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<td>Brave New World by Aldous Huxley</td>
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<td>Chicana Falsa by Michele Serros</td>
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<td>El Nino sin Nombre by Dave Pelzer</td>
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<td>Ender's Game by Orson Scott Card</td>
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<td>Farewell to Manzanar by Jeanne Wakatsuka Houston &amp; James D. Houston</td>
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<tr>
<td>Four Great Plays by Henrik Ibsen</td>
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<td>Go Ask Alice</td>
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<td>Great Expectations by Charles Dickens</td>
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<tr>
<td>Hatchet by Gary Paulsen</td>
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<tr>
<td>Heart of Darkness and The Secret Sharer by Joyce Carol Oates</td>
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<tr>
<td>Jurassic Park by Michael Crichton</td>
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<tr>
<td>Lord of the Flies by William Golding</td>
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<td>Makes Me Wanna Holler</td>
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<td>Mexican White Boy</td>
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<tr>
<td>Monster by Alter Dean Myers</td>
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<tr>
<td>Night</td>
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<tr>
<td>Odyssey</td>
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<tr>
<td>Of Mice and Men by John Steinbeck</td>
<td></td>
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<tr>
<td>Pride and Prejudice by Jane Austen</td>
<td></td>
</tr>
<tr>
<td>Romiette &amp; Julio by Sharon M. Draper</td>
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Rule of the Bone by Russell Banks
Slaughter House Five by Kurt Vonnegut
Speak
The Book Thief by Markus Zusak
The Catcher in the Rye by J.D. Salinger
The Color Purple
The Giver by Lois Lowry
The Great Gatsby
The Prentice Hall Reader 7th Edition by George Miller
The Republic of East L.A. by Luis J. Rodriguez
The Stranger
The Tragedy of Romeo and Juliet by William Shakespeare
To Kill a Mocking Bird by Harper Lee
Tweak: Growing Up on Methamphetamines by Nic Sheff

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

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

High School Science
Marine Biology AB - Textbook: Life on an Ocean Planet; Follett.
Biology AB - Textbook: Biology, CA Edition; McDougal Littell.

High School Electives

Spanish 1 AB - Textbook: *Realidades, Level 1; Prentice Hall.*
Spanish 2 AB - Textbook: *Realidades, Level 2; Prentice Hall.*
Spanish 3 AB - Textbook: *Tesorro Literario; Nivel Avanzado, Mcgraw Hill.*
Spanish for Spanish Speakers 3 AB - Textbook: *Tesorro Literario; Nivel Avanzado, Mcgraw Hill.*

Computer Application AB - Textbook: Microsoft Office and Google Drive.
Internet Publishing AB - Textbook: *Weebly Website Builder: Create a Free Website, Store or Blog https://www.weebly.com*


Middle School Math

Middle School English/Language Arts
English 7 AB - Textbook: *Language Network, 7; McDougal Littell.*
English 8 AB - Textbook: *Language Network; 8 McDougal Littell.*

Middle School History/Social Sciences
World History and Geography: Medieval and Early Modern Times - Textbook: *World History Medieval and Early Modern Times; McDougal Little.*

Middle School Science
Earth Science AB (7th grade) - Textbook: *Earth Science: Geology, the Environment, and the Universe; California Edition; Glencoe, McGraw.*
Physical Science AB (8th grade) - Textbook: *Focus on Physical Science Grade 8; California Edition; Glencoe/McGraw Hill.*

Middle School Physical Education


**Instructional Methods and Strategies to deliver the APEX model**
APEX Academy’s instructional frameworks and core curriculum is aligned to the CA CCSS, the newly adopted Next Generation Science Standards and CA ELD standards, CA Content Standards, APEX/DP competencies, as well as approved UC/CSU A-G requirements is cornerstone of our programing model. Upon graduation, all APEX Academy students will have met or exceeded the A-G requirements for admission to a University of California or California State University.

APEX Academy in partnership with Diploma Plus (DP) and the Innovative School Leadership Institute at California State University, Dominguez Hills (ISLI at CSUDH) has developed effective instructional practices and a rigorous curriculum that uses authentic assessments, that are competency-based and standards-aligned, to re-engage students and create life-long learners.

**Professional Development to Support Instruction Develop Strong Curriculum**
Our goal is to calibrate our instructional program by an extensive data review period before the Fall and the Spring semesters. In addition, embedded in the professional development (PD) calendar is the cyclical presentation of instructional expectations. Dedicated PD time to unpacking the instructional expectation (i.e. – Active Participation, Checking-for-Understanding, Active Prior Knowledge, Closure, etc.), develop samples and practice with their peers before monitoring and posting of anonymous instructional data.

Working with ISLI at CSUDH APEX Academy has adopted the Explicit Direct Instruction (EDI) model developed by *DataWORKS Educational Research (2014).* EDI’s student center instruction focus aligned best with the APEX/DP competency-performance-based curriculum. Listed below are the four major classroom reforms that must happen in order to engage students in learning and supporting them in achieving academic as well as social-emotional success.

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

**Strong Curriculum & Breadth of Coverage: How PD Supports Teacher Learning**
The structure of the on-going professional development will vary according to the needs of the school and will
serve as a normative and formative opportunity for teacher growth. The graph below outlines the process driving instruction and learning at APEX Academy. The process below is used to create a standard-aligned/competency-based authentic assessment. This protocol is used to develop our instructional staff’s capacity and develop a common vocabulary when reviewing student and each other’s work. APEX Academy expects all instructional staff to adhere to the developed and rigorous Diploma Plus process of curriculum development, as it is the cornerstone of learning at APEX Academy, which also aligned with the current CA CCSS. The process follows the backwards planning/Understanding by Design model of instructional planning (Grant Wiggins & Jay McTigue, 2004. Understanding by Design Upper Saddel River, NJ: Prentice Hall). Wiggings and McTigue’s (2004) work and framework is widely accepted and used throughout the US as an effective methodical way to break down instructional planning.

By using the protocol above APEX Academy can ensure all students and their families the same rigorous development process for all curriculum at our school. This systematic process of curricular planning and development with the common language begins to fill Maslow’s 1st tier **Physiological need for rest** and 2nd tier **Safety's need for security and support.** As a student moves from class to class as well as from 7th grade to 12th grade, all their teachers’ assignments are developed together. All authentic assessments at APEX Academy are standard-aligned/competency-based using the same protocol; therefore, creating continuity for everyone - teachers, students, and their family members involved in their education. Continuity in the lives of vulnerable students allows them to rest from the constant change, instability and chaos of their daily lives. Having clear expectation and support to meet those expectations fills Maslow’s 2nd tier.

The uniformity of authentic assessments and continuity of DP through-out the school, are what students have stated to as why they are more successful at APEX Academy. All authentic assessments at APEX have rubrics, which teachers review with students as their teaching the lesson. If a student gets something wrong, they can re-submit with support from a staff member on understanding the corrections. This is why all students will succeed at APEX; they can relax, hear a clear expectation of what is needed to be done; then have the ability to work toward proficiency with support and non-judgement.

**Instructional Effectiveness & Time on Task: Pre-work in PD to Support - Instruction Classroom Observation**

Observing a teacher’s instruction in their classroom is the only to truly support teachers in improving their performance. A dancer can’t watch themselves and give themselves observation, but at the same time a dancer is not going to let just anybody observe them and give them feedback. This understanding that we want to do our best, but our cautious about who and what are they going to say. Professional development at

APEX Academy Renewal Petition – “Any student, Anytime, Anywhere”  
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APEX Academy strives to create a safe supportive space to fail and then learn from our missteps. In order to improve instruction effectiveness and time-on-task we must agree on what outcomes we are looking for when observing. This is how we develop trust with our teaching staff by clearly stating expectations and then providing training to understand and demonstrate skill being taught. If this looks familiar, it should, this is the EDI/APEX/DP model of instruction. We practice what we preach, by using the same strategies and theories in PD with teachers, that we want them to use with students, demonstrates to teachers how and why these strategies and theories are successful.

Once PD is done teaching the new instructional idea/s we begin our instructional walk-through and observe all teachers’ classes. Instructional walk-through are done daily after PD completion with teachers and instructional coach during their conference period, with the expectation that the following day the teachers that observed will be observed. The data is calibrated by the team after classroom observation. The data is then collected via google charts and shared the same day of the observation anonymously so teachers can get immediate feedback on how the school is doing as a whole. The individual observation sheets are collected by the instructional coach and reviewed with the observed teacher. Goal is for 80% of observable and agreed instruction strategies. The whole process is repeated as we move from unpacking learning objective with class at the beginning of the period to providing students with closure at the end to reflect on whether they achieved their learning objective for the day.

APEX Academy will highlight in the chart below the key elements found within and the philosophy behind the CA Common Core State Standards, and connects these elements directly to the current APEX/Diploma Plus model.

<table>
<thead>
<tr>
<th>CA Common Core Standards</th>
<th>The APEX/Diploma Plus Model</th>
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<tr>
<td><strong>The Mission</strong> of the Common Core State Standards is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.</td>
<td>The mission of Diploma Plus, Inc. is to create small high schools that incorporate a performance-based system, a supportive school culture, future focus, and effective supports in order to increase opportunities for students placed at-risk so that they can graduate college and career-ready.</td>
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<tr>
<td><strong>College and work expectations</strong> serve as a basis for the Common Core State Standards, which are designed to reflect “the knowledge and skills that our young people need for success in college and careers”.</td>
<td>As it is evident, the Common Core State Standards Initiative and the Diploma Plus Model share a commitment to preparing all students for post-secondary success by ensuring they meet rigorous and meaningful learning outcomes and are able to make connections between the work they are doing in the classroom, the world beyond the school walls, and their futures.</td>
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<td>Both the academic program in Diploma Plus schools and the integrated Future Focus experiences across all the Diploma Plus phases are designed to prepare Diploma Plus graduates for a successful post-secondary transition. This includes:</td>
<td>• A rigorous academic curriculum,</td>
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<td><strong>Clear, understandable and consistent</strong> learning outcomes are explicitly defined for all students.</td>
<td>The Diploma Plus curriculum planning process has been designed so Diploma Plus schools are clear about student learning expectations. Until now, individual schools or networks have been able to benefit from this backward planning approach, yet the Common Core State Standards Initiative will - for the first time – let all of our schools share successful math and ELA curricula aligned to the same outcomes.</td>
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<td><strong>Application of knowledge</strong> through high-order skills is expected in the standards.</td>
<td>Authentic assessments and the Diploma Plus Competencies are incorporated into the DP model specifically to encourage schools to have their students not only learn important content and skills, but to apply them in meaningful ways that support the development of understanding and deep thinking.</td>
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<td><strong>Schools and teachers decide how</strong> students should learn the standards; the Common Core State Standards only establish what students should learn.</td>
<td>The Diploma Plus Curriculum Planning Process is a method for schools and teachers to make informed decisions about how they will develop student understanding of the content and skills found within the standards. In the past, this process has helped teachers use the individual state and/or local standards to build their school curriculum and the process will now incorporate the Common Core State Standards when relevant.</td>
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<td><strong>Literacy across the curriculum</strong> is incorporated into the English Language Arts standards.</td>
<td>Diploma Plus believes it is important that students master the skills of literacy in order to make meaning of the core knowledge across content areas and to gain the capacity to analyze, organize, evaluate and communicate that learning to others. Diploma Plus teachers incorporate recognized literacy strategies in all of their classes by (1) integrating literacy across the content areas, (2) supporting students who arrive at Diploma Plus schools who are not reading at grade level with intensive literacy support, and (3) receiving and using literacy tools – through professional development – from the Diploma Plus national organization and recognized literacy authorities.</td>
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<td><strong>Twenty-first Century literacy skills</strong> are developed by meeting the Common Core State Standards, as students learn widely applicable skills and understandings; readily undertake close, attentive reading; habitually perform the critical reading necessary to pick carefully through the staggering amount of information available; actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews; and reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.</td>
<td>The Diploma Plus Literacy Initiative encourages teachers to engage their students in various types of literacy to prepare our students for the 21st century literacy requirements. This initiative has been developed to help DP schools respond to the increased communication demands of a high-technology society, the variety of media and texts to be navigated and manipulated in the information age, and recent academic research, support the need for a more expansive definition beyond the mastery of reading and writing.</td>
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<td><strong>Mathematical “processes and proficiencies”, as defined by The Standards for Mathematical Practice, are expected to be developed in students across all levels.</strong></td>
<td>The Diploma Plus Math Competencies were developed from the same two documents the “Standards for Mathematical Practice” (SMP’s) has drawn from. Although there are some differences between the DP Math Competencies and the SMP’s, both have been designed to serve the same purpose: to develop student understanding of the more traditional content standards by ensuring students use the mathematical processes employed by experts in the discipline.</td>
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<td><strong>Numeracy is central</strong> to the Common Core State Standards for Mathematics, as students are asked to apply “mathematical ways of thinking to real world issues and challenges.”</td>
<td>The purpose of the Diploma Plus Numeracy Initiative is to support DP schools in developing math classrooms and whole schools that provide opportunities for students to develop their abilities to make connections between their math classroom and life beyond the school walls. A robust set of tools is being developed, including a virtual numeracy manual for mathematics teachers to help DP math teachers meet this challenge of preparing their students for the numeracy demands of the 21st Century where students will need to have the content knowledge and disposition to be able to interpret real world phenomenon through a mathematical lens.</td>
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<td><strong>Rich mathematical tasks</strong> enable the assessment of mathematical understanding and procedural skill.</td>
<td>Designing authentic assessments that align to both DP Math Competencies and the key content and skills is an important part of the curriculum process. Diploma Plus emphasizes the use of the DP Competencies throughout its curriculum, instruction, and assessment in order to build not only procedural proficiency, but also a deep mathematical understanding of those procedures. The numeracy</td>
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toolkit that is part of the DP Numeracy Initiative will also provide samples of such tasks, aligned to the Common Core State Standards, as well as recommendations of how to identify and/or modify others.

**Student Use of Technology – Chromebook 1:1 Initiative**

The use of Chromebooks in the classroom has dramatically expanded student access to technology, internet resources, computer literacy, and overall individualization of their learning. APEX Academy for past seven years has used the Competency-Based Model of instruction and learning provided by Diploma Plus. Our teachers’ implementation of the Diploma Plus Model will be much deeper than before thanks to the availability of technology on the hands of every student. Every student at APEX Academy is assigned a Chromebook but they are not allowed to take them home. The Diploma Plus model includes the use of a comprehensive teacher web site known as DP.net. DP.net allows every one of our teachers to develop a comprehensive and effective virtual classroom that serves as a depository of instructional resources, lessons, presentations, rubrics and other resources necessary for differentiation and further personalization of learning.

The Diploma Plus Model, heavily backed by Marzano’s competency and performance based research (*Robert Marzano 2006. Classroom Assessment and Grading that Work, ASCD*), has already shown to be a strong national model in re-engaging greatly at-risk youth throughout the nation, promoting students learning and moving students forward onto viable post-secondary options, be it college or career.

Additionally, and given the high number of English Learners and recently Reclassified English Learners, APEX Academy has adopted *Pauline Gibbon’s Seven Intellectual Practices*. *Pauline Gibbons (2009. Pg.15-16)* introduces the concept of "high challenge, high support" instructional approach to English Learners, outlining the necessary seven intellectual practices to implement in schools with large numbers of ELs as follows:

**Intellectual Practice 1** – Students engage with the key ideas and concepts of the discipline in ways that reflect how experts in the field think and reason.

**Intellectual Practice 2** – Students transform what they have learned into a different form for use in a new context or for a different audience.

**Intellectual Practice 3** – Students make links between concrete knowledge and abstract theoretical knowledge.

**Intellectual Practice 4** – Students engage in substantive conversation.

**Intellectual Practice 5** – Students make connections between the spoken and written language of the subject and other discipline-related ways of making meaning.

**Intellectual Practice 6** – Students take a critical stance toward knowledge and information.

**Intellectual Practice 7** – Students use meta-language in the context of learning about other things. *(Pauline Gibbons 2009. English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone, pg.20-30.)*

APEX’s 1:1 Chromebook implementation will move our instructional team to full implementation of the Marzano based Diploma Plus Model, along with a greater opportunity to create an environment where Pauline Gibbon’s seven intellectual practices are integrated with technology and the resources that can be accessed through it.
Laptops - Chromebooks

Every teacher at APEX Academy is issued a laptop as well as a Chromebook to support their instructional planning, assessments, and implementation of curriculum. Our goals and assessment of these goals, for the use of technology in the classroom are as follow:

- All teachers will use technology, inclusive of Chromebooks, to review, monitor and structure learning and progress, including post-assessment item analysis to drive future instruction. Teachers will use this technology in order to better be able to collaborate with their peers and to be able to monitor both student progress and individual teacher progress in an effective and efficient manner. APEX Academy currently utilizes DP.net as a system for curriculum development and implementation. The system that the school is currently using and plans on to continue using is DP.net.
  - Assessment: Proficiency is demonstrated by continued use and timely submissions, both of which can be viewed through software use logs.

- All teachers will use technology, inclusive of Chromebook, as a classroom management tool, including use of an electronic student information system and electronic gradebook. This technology will allow teachers to share vital information with students, parents and other teachers to address potential student issues. The software platform that the school is currently using and plans on continuing to use is SchoolPathways SIS.
  - Assessment: All grades are submitted via the student information system. Use beyond grade submission can be measured by analyzing software use logs.

- All teachers will have access to current information to supplement teaching resources with electronic sources and online services. Teachers will have access to the World Wide Web in order to bring the latest information to the classroom. With our ever changing environment this will allow teachers to stay on top of changing issues and allow them to address current events.
  - Assessment: We will administer a questionnaire to determine how often online information is researched and incorporated into instruction.

- All teachers will increase communications with parents through telephone and computers. All teachers will have e-mail addresses where they will be able to communicate with parents about student progress, upcoming events and ways to get involved.
  - Assessment: All teachers provide their classroom phone numbers and email addresses to students and parents to facility after hour calls with families. At the beginning of the year parents acknowledge receipt of this information.

- All staff will utilize technology, inclusive of Chromebook, as a primary tool for communication with colleagues and the global community. Teachers will have e-mails addresses issued so that they can effectively communicate with colleagues and be able to reach out to others across the country and world so that they can share ideas and collaborate with one another.
  - Assessment: Phone numbers and email addresses are distributed amongst the staff to ensure communication. Continued use indicates a success.

- Teachers and school site administrators will use technology, inclusive of Chromebook, to remain informed of the latest and most successful practices. Teachers and administrators will be encouraged to communicate among themselves and with the outside community to better get a handle on what other teachers, schools and school districts are doing to enhance the overall education experience. School
administrators will be encouraged to visit other schools and to network with their peers to come up with technology best practices.

- Assessment: A questionnaire will be administered to determine what sites are most helpful.

- All teachers will successfully integrate technology, inclusive of Chromebook, into various curriculum areas including virtual field trips. Teachers will be encouraged to use projectors, smart boards and computers in everyday classroom activities. We believe that technology is a very important part of creating a well-rounded education experience.
  - Assessment: The School Director makes daily rounds to oversee classroom instruction and at such time will be able to note how often smart boards, projectors, and document cameras are used. This is an everyday activity.

- All staff will demonstrate a proficiency in the use of word processing, spreadsheets and student information systems. This will allow our school to run much smoother and more efficiently.
  - Assessment: Trainings will be provided to all staff, where attendance is mandatory.

- All staff will demonstrate basic computer competencies including but not exclusive to the legal and moral ethics of technology sharing and transfer of information, as well as Internet safety. Especially with regards to Internet Safety, it will be required that sessions are held to teach our students how to guard themselves online. APEX Academy will implement a compliant Children’s’ Internet Protection Act (CIPA) policy to ensure that our students are safe while taking advantage of the World Wide Web and all that it has to offer.
  - Assessment: Teacher and student training on Internet Safety will be mandatory. No one will be allowed to use any computer with Internet access unless training has been attended.

**Desktop Computers** - APEX Academy currently has a dedicated 32 desktop workstation computer lab. In addition, most classrooms have a dedicated desktop system attached to a classroom printer. With the transition to a 1:1 Chromebook environment, we expect these computers to be phased out, as access will be through our 1:1 initiative. We expect to continue to invest in specialty desktop workstations for specific purposes, such as video and sound editing applications, where more robust systems are necessary.

While as a school we have taken full advantage of freely available ‘apps’ such as Google docs and others available, APEX is planning to upgrade to the robust Office 365, the latest utility application suite from Microsoft that is all cloud based. Teachers will be encouraged to make full use of such programs as Office 365 to illustrate key points and discuss topics as a group.

**Projector** - Each teacher has a projector mounted on their ceiling or on a mobile cart. Teachers use their projector on a daily basis to incorporate their lessons via the laptop, desktop, or Chromebook. Teachers also use the projector in conjunction with the classroom amplification system and other personal systems they might bring in.

**Limited Access:**

**Interactive Whiteboard** - One teacher has an Interactive Whiteboard in their room. Another teacher brought their own Mimio - a mobile interactive whiteboard.

**Digital Camera** - The teachers and students have access to a limited number of digital cameras, but they are limited because of the use of cellphone cameras by our staff and student population.
Digital Camcorder - The teachers and students have access to a couple of digital camcorders, but they are limited because of the use of cellphone cameras by our staff and student population.

**HS Graduation Requirements/High School Course**
APEX Academy will continue to implement a promotion and graduation structure that parallels many aspects of the current LAUSD graduation structure. All students must earn a minimum of 210 credits, complete service learning and present their annual developmental portfolio in order to receive a diploma. Credit may only be earned in courses not previously passed. Repeat classes will replace previously earned grades but not earn additional credits. Cumulative GPA will include the higher grade for any repeated course. Each class is worth 5 credits unless otherwise stated. Students must achieve a grade of a "C" or better in order to obtain credit for the course. Students taking honors and Advanced Placement courses will earn extra grade points in accordance the UC/CSU honors policy. An average student should progress as follows concerning grade level credits earned.

**Credit Recovery Opportunities**
Those students below grade level credits receives intervention and an individual graduation plan. At every grade level student can make-up to 10 extra credits to either provide credit recovery and/or enrichment opportunities.

Grade 9 to Grade 10 - 60 credits (Student can earn up to 70 credits)
Grade 10 to Grade 11 - 120 credits (Student can earn up to 140 credits)
Grade 11 to Grade 12 - 180 credits (Student can earn up to 210 credits)
Graduation = 210 credits.

Due to the APEX 7-period semester, it is possible that students will graduate with up to 70 additional credits. In order to satisfy graduation requirements and A-G requirements students must take the following coursework:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>APEX Academy High School</th>
<th>UC/CSU/Private 4-Year College Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (&quot;B&quot; Requirement)</td>
<td>40 Credits Required (4 Years): English 9AB, English 10AB, American Literature, Contemporary Composition, 12th grade Composition &amp; English Literature elective</td>
<td>4Years:ApprovedCollegePrep English Courses</td>
</tr>
<tr>
<td>Mathematics (&quot;C&quot; Requirement)</td>
<td>20 Credits College Prep Math Required (2 Years): Integrated Math 1 &amp; 2 Recommended 2 additional years of College</td>
<td>3 Years: Integrated Math 1,2, &amp; 3 More Recommended.</td>
</tr>
</tbody>
</table>

AEX Academy Renewal Petition – “Any student, Anytime, Anywhere” Page 82 of 202
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits Required</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Math: Integrated 3, Trigonometry, Math Analysis, Calculus AB (AP)</td>
<td></td>
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<tr>
<td>Lab Science (&quot;D&quot; Requirement)</td>
<td>20 Credits Required (2 Years): 10 Credits Biology &amp; 10 Credits of Chemistry. Recommended 1 additional year: Marine Biology AB or Physics AB</td>
<td>2 Years: Lab Science - including at least 2 of the 3 foundational subjects of Biology, Chemistry, &amp; Physics. More recommended.</td>
</tr>
<tr>
<td>Language Other Than English (LOTE) (&quot;E&quot; Requirement)</td>
<td>20 Credits Required (2 Years): LOTE 1AB, LOTE 2AB. 1-2 additional years recommended: LOTE 3AB &amp; LOTE 4AB (AP)</td>
<td>2 Years: Same LOTE. More recommended.</td>
</tr>
<tr>
<td>Visual/Performing Arts (&quot;F&quot; Requirement)</td>
<td>10 Credits Required (1 Year): Visual/Performing Arts</td>
<td>1 Year: Visual/Performing Art Course AB</td>
</tr>
<tr>
<td>Electives (&quot;G&quot; Requirement)</td>
<td>40 Credits Required</td>
<td>1 Year (more recommended) Advanced classes in the A-F Subjects</td>
</tr>
<tr>
<td>Applied Technology</td>
<td>10 Credits Required (1 Year)</td>
<td>No Requirement</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20 Credits Required (2 Years)</td>
<td>No Requirement</td>
</tr>
<tr>
<td>Additional Non-Course Options</td>
<td>Community Action Project (Service Learning) &amp; Annual Development Portfolio</td>
<td>No Requirement</td>
</tr>
<tr>
<td>Assessments</td>
<td>No Requirement</td>
<td>SAT or ACT</td>
</tr>
<tr>
<td><strong>Total Credits to Graduate</strong></td>
<td><strong>210</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Meeting the needs of Foster/Homeless/Pregnant minors Other Vulnerable Student Populations**
APEX is committed to helping our most vulnerable student populations (foster, homeless, probation-parolee students, pregnant teens, teen parents, and students with disabilities in alternative curriculum) move forward toward graduation, by being flexible and adapting to their needs, and considering alternative paths to graduation such as AB-167 and the CA requirements to receive a diploma from high school as laid out in Education Code 51225.3(a). Assembly Bill 167 (AB 167) refers to California legislation that amended section 51225.3 of the California Education Code (E.C.) to exempt pupils in foster care from school district (LEA) graduation requirements that exceed state graduation requirements if the pupil transfers.
to the district, or transfers from one high school to another within a district in the 11th or 12th grade if the pupil would not be reasonably able to complete the additional district (LEA) requirements. Approved by the Governor on October 11, 2009 and effective January 1, 2010, AB 167 requires school districts (LEA) to provide notice to foster youth exempted from additional requirements if failure to satisfy such local requirements will affect the pupil’s ability to gain admission to a post-secondary educational institution.

Foster, homeless, teen parents, pregnant minors, and other vulnerable students are often bounced from placement to placement and from school to school. These transitions often result in education-related problems, including a loss of school credits, academic problems, and a delay in earning a high school diploma. Studies show high school pupils who change schools even once are less than 50 percent as likely to graduate from high school as compared to high school pupils who do not change schools. As presented earlier, APEX has for the last 8 years enrolled students with a 1 in 4 chances of graduation (64%-90% of all students enrolled) due to transiency, foster placement, homelessness, probation/parole matters, pregnancy and other issues, severely disrupting their educational process. With Education Code 51225.3(a) and AB-167 in context, the individual needs and course credit progress of vulnerable students (foster, homeless, probation-parolee students, pregnant teens, teen parents, and students with disabilities in alternative curriculum) starting and/or entering APEX Academy at the 11th or 12th grade will be considered as programming and paths toward graduation and post-secondary plans are developed with the families. Our current partnerships with LACC and LA trade Tech has allowed for extensive dual enrollment of our students during high school and post-graduation, making the transition into post-secondary education and career of our most vulnerable students easier.

Middle School Culmination Requirements

- A student needs to pass 11 out of 12 classes for the academic school year.
- The student needs to attend class and have no more than 8 unexcused absences for the entire school year.
- A student needs to achieve 8 or more Satisfactory Marks in Work Habits and Cooperation combined for the school year.
- Each student will participate in presenting an annual developmental portfolio at the end of the academic school year in May.

Resources available to all 8th grade students to help them achieve the above requirements to walk across the stage at year-end culmination ceremony:

- After school tutoring is made available to all APEX Middle School students four days a week.
- School Counselor will evaluate 8th grade grades at every progress report and provide any support and/or resources needed to achieve academic and social-emotional success.
- An 8th grade student who earned below a 2.0 G.P.A. in the 7th grade will be given a period seven Tutoring class to provide additional academic support.
- Teacher/Counselor conference are available weekly to discuss the academic and social-emotional progress of any student.

WASC Accreditation
APEX Academy is a fully accredited school. Our current six year accreditation term expires June 30, 2020, with an upcoming one-day mid-cycle review by a two-member team in the spring of 2017.
Notification to Parents and Students of the Transferability of Courses
APEX Academy currently offers A-G course requirements for UC and CSU and as a new school, we are accredited by the Western Association of Schools and Colleges (WASC) for the maximum term of six years resulting from a full self-study visit in the spring of the 2014 school year. As a charter school, APEX Academy will maintain accreditation from WASC and offer courses that meet the A-G university requirements. APEX Academy will work with the UC staff to establish and maintain a course list for the independent charter school and will apply to the UC Board on Admissions and Relations with Schools Committee, as necessary, for new course approval.

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

Academic Calendar for 2017-2018
APEX Academy provides for the traditional 180 day school year.

School schedules for High School and Middle School Programs
### Academic Performance Excellence Academy - Bell Schedule Calculator

#### Middle School

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
<th>Period Minutes</th>
<th>Planning Minutes</th>
<th>Total Minutes</th>
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<tbody>
<tr>
<td>Period 1 (SS)</td>
<td>7:45 AM</td>
<td>8:30 AM</td>
<td>45</td>
<td>5</td>
<td>50</td>
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<tr>
<td>Period 1 (SS)</td>
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<td>8:15 AM</td>
<td>25</td>
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<td>Period 2 (SS)</td>
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<tr>
<td>Period 3 (SS)</td>
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<td>10:30 AM</td>
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<td>5</td>
<td>60</td>
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<td>Period 4 (SS)</td>
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<td>60</td>
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<td>Period 5 (SS)</td>
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<td>Period 6 (SS)</td>
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<td>65</td>
</tr>
<tr>
<td>Period 7 (SS)</td>
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<td>2:50 PM</td>
<td>60</td>
<td>0</td>
<td>60</td>
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#### Minimum PD & Tue Schedule A / B

<table>
<thead>
<tr>
<th>Period</th>
<th>Begin</th>
<th>End</th>
<th>Min PD Days</th>
<th>Tue Schedule A / B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Day</td>
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<td>55</td>
<td></td>
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<tr>
<td>2nd Day</td>
<td>50</td>
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<tr>
<td>3rd Day</td>
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<tr>
<td>4th Day</td>
<td>50</td>
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<tr>
<td>5th Day</td>
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<tr>
<td>6th Day</td>
<td>50</td>
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<td>55</td>
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<tr>
<td>7th Day</td>
<td>50</td>
<td>5</td>
<td>55</td>
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</tbody>
</table>

#### Actual Required

| Annual Minutes | 275 | 275 |

APEX bell schedules exceed the minimum annual instructional minutes by over 1000 instructional minutes over the school year.

### Qualified Teacher Recruitment - Hiring Process at APEX Academy

#### I. Recruitment through Edjoin
   - a. Posting job description
   - b. Qualifications

#### II. 1st round going through applicants
   - a. Evaluation of applicant’s qualifications
b. References

III. 2nd round interviewing candidates
   a. Explaining APEX Academy – Principal
   b. Explaining DP model - Curriculum and Instruction Coordinator
   c. Goals for school culture and community - Student Success Coordinator
   d. Discuss the candidate’s educational philosophy - Asst. Principal
   e. Evaluate the candidate based on responses, aptitude and interest
   f. Questions from students regarding classroom environment

IV. 3rd round demo lesson
   a. Coach the candidate before demo lesson on applying EDI lesson strategies
   b. Observe the candidate as they implement the lesson with the students
   c. Give feedback forms to students regarding the candidate’s instruction, culture, and classroom discipline

V. 4th round debrief
   a. Discussion with candidates on what was effective with the lesson
   b. What were some of the challenges of the lesson
   c. What changes, adjustments, or modifications could they make to the lesson
   d. What was the overall feel for the class, lesson and students
   e. Observe how the candidate reacts to feedback

VI. Admin team with input from stakeholders discussion on candidates

The interview process at APEX Academy consists of multiple levels and a variety of stakeholders that share the vision for APEX. It is important to our school that the hiring process is a collaborative effort that includes the administration, school leadership team, teachers, students and parents.

The hiring committee (Principal or designee, assistant principal, instructional coach, PBIS coordinator and if available subject matter teacher) arrives at its first decision using a typical vetting system of examining an applicant’s resume, transcripts, cover letter and any letter of recommendations. This committee examines these documents to determine the interest level and suitability of the candidate to the school’s mission, not just based on the applicant’s qualifications and experience. The next step is the initial interview with the applicant. During this phase, the committee has specialized roles. The Principal explains the history, vision, and future focus of APEX Academy. The Instructional/Literacy Coach then explains the Diploma Plus model and briefly discusses the personal competencies, as well as the discipline specific competencies with the applicant. Next, the Positive Behavior Intervention Support (PBIS) Coordinator discusses the goals and vision for maintaining and developing school culture and community for APEX Academy. Student representatives are then given an opportunity to ask the applicant about classroom environment and instruction. Finally, the Assistant Principal will discuss the educational philosophy of the candidate. Based on this comprehensive meeting, the committee will determine whether or not to have the candidate return for a demonstration lesson.

The third round of the hiring process is the demonstration lesson. Before the lesson, the Curriculum and Instruction Coordinator will brief the applicant on applying EDI lesson strategies and some more background on the Diploma Plus model. The hiring committee will then observe the applicant implementing the lesson. A
representative group of students will then be given a feedback form regarding the applicant’s instruction, culture and classroom discipline. The fourth round is to debrief with the applicant. During this session, the committee will discuss the following with the applicant: what was effective during the lesson, what were some of the challenges of the lesson, what changes, adjustments and modifications the candidate would make to the lesson, and the overall feelings the candidate had for the class, the lesson, and most importantly, our students. During this session, the committee is looking for the candidate’s reaction to feedback from the committee and the questions they ask.

Based on the preceding steps, the hiring committee will reconvene to discuss each step of the process. At that time, the committee will determine whether or not they want to offer a contract to the applicant or have another discussion with the candidate and/or demonstration lesson with the feedback or changes to the lesson.

Professional Development to Support Instruction and Develop Strong Curriculum
Our goal is to calibrate our instructional program by an extensive data review period before the Fall and the Spring semesters. In addition, embedded in the professional development (PD) calendar is the cyclical presentation of instructional expectations. Dedicated PD time to unpacking the instructional expectation (i.e. – Active Participation, Checking-for-Understanding, Active Prior Knowledge, Closure, etc.), develop samples and practice with their peers before monitoring and posting of anonymous instructional data.

Working with ISLI at CSUDH APEX Academy has adopted the Explicit Direct Instruction (EDI) model developed by DataWORKS Educational Research (2014). EDI’s student center instruction focus aligned best with the APEX/DP competency-performance-based curriculum. Listed below are the four major classroom reforms that must happen in order to engage students in learning and supporting them in achieving academic as well as social-emotional success.

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

Strong Curriculum & Breath of Coverage: How PD Supports Teacher Learning
The structure of the on-going professional development will vary according to the needs of the school and will serve as a normative and formative opportunity for teacher growth. The graph below outlines the process driving instruction and learning at APEX Academy. The process below is used to create a standard-aligned/competency-based authentic assessment. This protocol is used to develop our instructional staff’s capacity and develop a common vocabulary when reviewing student and each other’s work. APEX Academy expects all instructional staff to adhere to the developed and rigorous Diploma Plus process of curriculum development, as it is the cornerstone of learning at APEX Academy, which also aligned with the current CA CCSS. The process follows the backwards planning/Understanding by Design model of instructional planning (Grant Wiggins & Jay McTigue, 2004. Understanding by Design Upper Saddel River, NJ: Prentice Hall). Wiggins and McTigue’s (2004) work and framework is widely accepted and used throughout the US as an effective methodical way to break down instructional planning.
By using the protocol above APEX Academy can ensure all students and their families the same rigorous development process for all curriculum at our school. This systematic process of curricular planning and development with the common language begins to fill Maslow’s 1st tier Physiological need for rest and 2nd tier Safety’s need for security and support. As a student moves from class to class as well as from 7th grade to 12th grade, all their teachers’ assignments are developed together. All authentic assessments at APEX Academy are standard-aligned/competency-based using the same protocol; therefore, creating continuity for everyone - teachers, students, and their family members involved in their education. Continuity in the lives of vulnerable students allows them to rest from the constant change, instability and chaos of their daily lives. Having clear expectation and support to meet those expectations fills Maslow’s 2nd tier.

The uniformity of authentic assessments and continuity of DP through-out the school, are what students have stated to as why they are more successful at APEX Academy. All authentic assessments at APEX have rubrics, which teachers review with students as their teaching the lesson. If a student gets something wrong, they can re-submit with support from a staff member on understanding the corrections. This is why all students will succeed at APEX; they can relax, hear a clear expectation of what is needed to be done; then have the ability to work toward proficiency with support and non-judgement.

**Instructional Effectiveness & Time on Task: Pre-work in PD to Support - Instruction Classroom Observation**

Observing a teacher’s instruction in their classroom is the only to truly support teachers in improving their performance. A dancer can’t watch themselves and give themselves observation, but at the same time a dancer is not going to let just anybody observe them and give them feedback. This understanding that we want to do our best, but our cautious about who and what are they going to say. Professional development at APEX Academy strives to create a safe supportive space to fail and then learn from our missteps. In order to improve instruction effectiveness and time-on-task we must agree on what outcomes we are looking for when observing. This is how we develop trust with our teaching staff by clearly stating expectations and then providing training to understand and demonstrate skill being taught. If this looks familiar, it should, this is the EDI/APEX/DP model of instruction. We practice what we preach, by using the same strategies and theories in PD with teachers, that we want them to use with students, demonstrates to teachers how and why these strategies and theories are successful.

Once PD is done teaching the new instructional idea/s we begin our instructional walk-through and observe all teachers’ classes. Instructional walk-throughs are done daily after PD completion with teachers and instructional coach during their conference period, with the expectation that the following day the teachers
that observed will be observed. The data is calibrated by the team after classroom observation. The data is then collected via google charts and shared the same day of the observation anonymously so teachers can get immediate feedback on how the school is doing as a whole. The individual observation sheets are collected by the instructional coach and reviewed with the observed teacher. Goal is for 80% of observable and agreed instruction strategies. The whole process is repeated as we move from unpacking learning objective with class at the beginning of the period to providing students with closure at the end to reflect on whether they achieved their learning objective for the day.

**Professional Development Plan**
APEX Academy provide 10 full days of professional development before, during and after the school. Additionally, every Tuesday during the school year teachers participate in professional development activities from 1:30PM-4:00PM.

<table>
<thead>
<tr>
<th>APEX Academy Proposed Professional Development Plan 2017-2018</th>
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<tbody>
<tr>
<td><strong>Mandated Trainings</strong></td>
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<td><strong>Data Analysis</strong></td>
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<td><strong>PBIS</strong></td>
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<td><strong>Instruction</strong></td>
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Meeting the Needs of All Students

English Learners
As shown earlier in this petition, data from CELDT, reclassification reports and the most recent APEX Academy API data shows academic achievement growth with our English Learners. Continued targeting of English Learners with the instructional structures in place (NWEA, ELD standards, Common Core SS, DP Competencies, rubrics, portfolio, success seminar, etc.) has proved effective in increasing student proficiency and achievement. While much needs to be done, we believe that consistency and adherence to the research by Robert Marzano (2006), Jeannie Oakes (1999, 2008), Linda Darling-Hammond (1997), and Pauline Gibbons (English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone. 2009. Portsmouth, NH: Heinemann Publishing) will yield higher student achievement.

EL Programs for Language Acquisition

Structured English Immersion (SEI) Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible.

Following are the components of this program:

Grades 7-12:
- **Explicit ELD**: Daily minimum 1 hour of structured ELD program will be provided through Specially Designed Academic Instruction in English ("SDAIE") and Explicit Direct Instruction (EDI) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core**: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/EDI strategies and supplemental materials.
- **Electives**: Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- **Primary Language Support**: Primary language support will be used only to motivate, clarify, direct, support, or explain.
- **Other**:
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments with assessment rubrics in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects
**English Language Mainstream (ELM) Program:** The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

Following are the components of this program:

**Grades 7-12:**
- **Explicit ELD:** Daily structured ELD program will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/EDI strategies and materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- **Primary Language Support:** Primary language support will be used minimally, only as needed.
- **Other:**
  - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
  - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
  - After-school programs and tutoring
  - Collaborative learning experiences through club projects

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

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

**DataWORKS’ EDI Lesson Design Components**

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

Independent Practice: Having students successfully practice exactly what they were just taught.

Using CELDT/ELPAC to Support English Proficiency
Our CELDT data lets us know what level the students are currently in their language acquisition. We then have conversations with the students based on their score and see how we can help them become reclassified. If students do well on the CELDT and NWEA-MAP exams but are failing classes, we know there is a gap between their proficiency and their classroom engagement. If the opposite is true, we see there is a gap between subject engagement and test-taking abilities. The conversations are not just about reclassification—they are chances for personalized attention and practice in communicating in English about a complicated process with an adult. We use the data from previous CELDT to monitor the progress towards proficiency and reclassification.

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

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

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

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

As they develop their skills, teachers will be able to monitor the progress of EL students in the classroom based on their participation in simultaneous activities that allow for data collection before the lesson is over. Students are asked to do various activities and through a scan of the room, the instructor can tell which students are on board and which students need extra teaching or support. Explicit direct instruction is a clear lesson plan model that systematically takes students through modeling and guided practice, slowly releasing them to do independent work.
Students will frequently engage with the vocabulary in the classroom through various activities in the classroom, including (but not limited to):

- Competitive games
- Quizzes online
- Frequent repetition
- Gesturing
- Interaction w/white boards
- Pair-share

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

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

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

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

**Monitoring progress of ELs and RFEPs**

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

- After the Fall NWEA tests are administered in mid-September, any EL who has been identified as a possible RFEP based on Reading scores of 220 or higher is evaluated and reclassified, if eligible.
- At the end of the Fall semester, usually mid-December or early January, ELs who have been identified as possible RFEPS based on English grades are evaluated and reclassified, if eligible.
- Early in the Spring semester, after Winter NWEA testing is completed in February, any EL who has been identified as a possible RFEP based on Reading scores of 220 or higher is evaluated and reclassified, if eligible.
- At the end of the school year, once final grades are submitted, state-mandated testing is complete, and end-of-year NWEA testing has taken place in June, all ELs are evaluated again and reclassified if eligible.
Throughout this process, teachers are made aware of any EL student who is nearing eligibility for reclassification, and act as partners with administration to help push our EL students to achieve eligibility for reclassification.

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

Between years, in June, APEX instructional will look at the scores from portfolio presentations and Smarter Balanced testing to see how students improve from one year to another and across all grade levels. The success of these data points will allow us to evaluate what aspects of our program are working and which need more attention. These conversations then guide the professional development given to the teachers.

<table>
<thead>
<tr>
<th>Beginning of Year</th>
<th>End of Unit/Quarterly</th>
<th>Year-End</th>
</tr>
</thead>
<tbody>
<tr>
<td>● NWEA-MAP</td>
<td>● Course Authentic Assessments</td>
<td>● Smarter-Balanced Test</td>
</tr>
<tr>
<td>● CELDT</td>
<td>● Progress Reports with Grades and Teacher Comments</td>
<td>● NWEA-MAP</td>
</tr>
<tr>
<td>● Authentic Assessments</td>
<td>● NWEA-MAP</td>
<td>● Course Authentic Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● DP Portfolio Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Report Cards</td>
</tr>
</tbody>
</table>

**Monitoring progress of Long Term English Learners (LTELs)**
The counselors play a key role in the long-term monitoring progress of LTELs. They review all progress and final report cards, paying specific attention to ELs. They then call in parents to discuss the report cards and create academic contracts for students who are in need of more support. Teachers are informed of the contracts and offer after-school tutoring for additional help for the students.

**Integrated EL Support Instructional Framework**
APEX innovative implementation of the Diploma Plus Competency-based instructional model, allows our teachers to meaningfully develop authentic assessments and rubrics that challenge EL students to show that they can and have attained proficiency within the CA ELD standards. This curricular alignment and planning are complemented with the integration of proven instructional strategies and practices, SDAIE and EDI.
The sample rubric below displays the various performance levels, practically allowing EL students entry into learning and achievement at the level they may be. The use of explicit rubrics with all assessments throughout a student’s course load is uniformed and communicates exactly what a student needs to show to attain the desired level of language proficiency within any assignment or authentic assessment.

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

EL Identification and Placement

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

Process and procedures in place:

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

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

**NWEA MAP**

NWEA-MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student’s reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate “skills reports” that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

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

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

Based on the CELDT test results, basic skills assessment, teacher evaluation, parent consultation and the School team’s recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:
<table>
<thead>
<tr>
<th>CELDT Level 1 or 2</th>
<th>Structured English Immersion (SEI) Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Level 3, 4, or 5</td>
<td>English Language Mainstream (ELM) Program</td>
</tr>
</tbody>
</table>

**EL Reclassification**

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

<table>
<thead>
<tr>
<th>Grades 7-12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual CELDT Scores</strong></td>
<td>Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing</td>
</tr>
<tr>
<td><strong>Basic Skills Assessment</strong></td>
<td><strong>Smarter Balanced ELA/Literacy score:</strong> Performance level on ELA Smarter Balanced within the following range: <strong>2515 - or Higher</strong>; this performance scaled score represents the midpoint of performance band “Standard Nearly met” or higher. This applies for grades 7-12. OR <strong>CAHSEE:</strong> Passing score on CAHSEE-ELA (Grades 10-12) OR <strong>NWEA-MAP score:</strong> Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: Grade</td>
</tr>
<tr>
<td>7:</td>
<td>202</td>
</tr>
<tr>
<td>8:</td>
<td>210</td>
</tr>
<tr>
<td>9-12:</td>
<td>220 in any testing season for that year</td>
</tr>
<tr>
<td><strong>Teacher Evaluation</strong></td>
<td>Classroom teacher and/or the Language Appraisal Team (teacher, administrator/designee, EL Coordinator, counselor, etc.) evaluates student performance and concurs with the recommendation to reclassify. A current passing grade in English Language Arts/English/ELD class is one criterion, but not a requirement for reclassification. The following multiple measures may also be considered: Score of Basic or higher on standards-based ELA assessments/final ELA exam, progress report/report card grades in equivalent ELA/ELD courses, prior CST/CMA scores, authentic student work samples, especially writing samples, and CAHSEE scores.</td>
</tr>
<tr>
<td><strong>Parent Consultation and Notification</strong></td>
<td>Parent/Guardian concurs with the recommendation to reclassify.</td>
</tr>
</tbody>
</table>
Reclassified students are monitored for a period of at least two years. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies explained in section B, “Implementation and Programs.”

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

APEX Academy will adhere to its adopted English Learner Master Plan. Process and criteria matrix for reclassification can be found in the adopted APEX EL Master Plan.

**Gifted/Academically High-Achieving**
Gifted and academically high-achieving students will be identified by several methods such as SBAC/NWEA scores, Grades, Gifted and Talented Education (“GATE”) and recommendation from counselors and/or teachers. We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary possibilities. Students designated as gifted and talented are enrolled in rigorous honors and Advanced Placement (“AP”) courses where they are challenged among their peers as a method of differentiated instruction. All teachers of gifted and talented students are required to complete on-going training in their subject area, in differentiated instruction, as well as obtain certification by The College Board for any AP courses they teach. Within our instructional program and DP Phase progression, it is possible for our gifted students to graduate from high school in three years. APEX has graduated more than a score of students in three academic years; these students were all A-G completers and were all accepted to multiple 4-year universities.

Additionally, counselors and classroom teachers assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring, and internship/community College courses that meet their needs for demanding instruction. Counseling for low-achieving gifted students will continue be implemented to encourage maximum engagement and student achievement and satisfaction within APEX Academy. Low achieving gifted students will be identified through regular progress reports and from teacher and counselor observations. Students who are designated gifted and are earning below satisfactory progress reports will be referred for intervention as needed.

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

**Academically Low-Achieving**
Upon enrollment and prior to programming, our counseling staff closely examines all transcripts and academic history for verification of low achievement. Counselors actively review grades after each grading period for identification of students needing additional intervention and support. Conferences are set up by counseling staff with students, parents and teachers to develop intervention plan and timeline. On-going monitoring occurs after every grading period by both counselors and success seminar teachers, and plans are revised and/or expanded according to needs and new data. Understanding the individual needs of each student and their family and how this is effecting low-achievement is done with students all year long. APEX Academy meets every student/family where they are and begin providing whatever resources is needed to provide
Academy’s strategies in understanding socioeconomically needed relationships and cognitive performance achievement. APEX Academy Renewal Petition — “Any student, Anytime, Anywhere”

Stability to the family system outside of school. Within APEX Academy the student is given an individual achievement plan that is continuously reviewed and updated based on new information and/or change in circumstances. Both action happen in parallel; support the physiological needs and create an individualized academic and social-emotion plan for student.

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

 Academically low achieving students have benefitted tremendously from our 7- period schedule, as it has allowed them keep up and make up failed courses within the same academic school year. Summer school is offered for all students to not only make-up any failed courses, but also as an opportunity for enrichment as well.

Another intervention that has helped our academically low-achieving students is flexibility in scheduling and independent studies as allowed by California Education Code [EC] sections 51745–51749.3. Our school schedule has allowed us the flexibility of offering “A” section courses in the spring semester and “B” section courses in the fall semester, a real-time adjustment to meet the needs of low achieving students who for various circumstances failed courses in the fall or spring semesters. This type of adjustment is difficult for most schools with the traditional six-period schedule follow by the majority of secondary schools. Independent Studies is another opportunity for students to recover credits as an after school class.

Socioeconomically Disadvantaged

Understanding and Working with Students and Adults from Poverty by Ruby K. Payne, Ph.D. (2003. Retrieve from aha! Process, Inc.: www.ahaprocess.com) is the basis of APEX Academy’s belief on how to best work with socioeconomically disadvantaged students. Payne (2003) states that “students from generational poverty need clear expectations to build cognitive structures necessary for learning.” She goes on to describe that the relationships that will motivate them need to be established. And last, Payne believes that the “hidden rules” in schools must be taught so they (students/families) can choose the appropriate responses they desire. APEX Academy’s performance-based program with clear rubrics address the need of clear expectations to build cognitive structures necessary for learning. APEX creates the relationships Payne wants in our Success Seminar/Advisory program that was designed so teachers develop a better understanding of their students. Last, our counselors during their Individual Graduation Plan meetings use our APEX Academy Student Guidance/Counseling Worksheet to unpack the “hidden rules” of high school graduation and post-secondary options. Students from poverty are no less capable or intelligent. Socioeconomically disadvantaged students have not always been given the necessary help they required in understanding the academic school culture that contributes to success in school and at work.

With an unduplicated count percentage of 96%, APEX Academy is a school-wide Title 1 school. APEX Academy aims to enhance the education of our socioeconomically disadvantaged students by the above-mentioned strategies and also by lowering class sizes to ensure a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, and enrichment opportunities and will enable students to benefit from more focused attention. We will continue to offer tutoring programs before and after school funded through Title 1 to address the academic achievement needs of our socioeconomically disadvantaged student. We will continue to make every effort to provide access to social and psychological community resources for students and their families to ensure students come to school well prepared to learn and
succeed in their academic goals.

Understanding the individual needs of each student and their family and how poverty makes them all vulnerable to losing hope that life gets better. APEX Academy meets every student/family where they are and begin providing whatever resources is needed to provide stability to the family system outside of school. Upon enrollment and prior to programming, our counseling staff closely examines all transcripts and academic history. Counselors actively review grades after each grading period for identification of students needing additional intervention and support. Conferences are set up by counseling staff with students, parents and teachers to develop intervention plan and timeline. On-going monitoring occurs after every grading period by both counselors and success seminar teachers, and plans are revised and/or expanded according to needs and new data. Within APEX Academy the student is given an individual achievement plan and access to community partners. A student’s individual achievement plan is continuously reviewed and updated based on new information and/or change in circumstances. Both action happen in parallel; support the physiological needs and create an individualized academic and social-emotion plan for student.

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

Students with Disabilities
The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

Foster Youth
APEX Academy entered into a Memorandum of Understanding (MOU) with the Los Angeles County Office of Education (LACOE) to better support each other in working with foster youth in Los Angeles County. The purpose of the agreement is to support the data sharing efforts between APEX Academy and Los Angeles County – specifically to initially share foster youth information. The ability to share information for foster youth population is particularly critical at this moment. Under the Local Control Funding Formula (LCFF), one of LACOE’s identified state priorities, to be developed through the Local Control and Accountability Plan (LCAP), is to coordinate services, including working with the county child welfare agency to share information, respond to the needs of the juvenile court system, and ensure transfer of education records.

As with AB-167, the individual needs and course credit progress of all vulnerable student subgroups (foster, homeless, probation-parolee students, pregnant teens, teen parents, and students with disabilities in alternative curriculum) starting and/or entering APEX Academy at the 11th or 12th grade will be considered as programming and paths toward graduation and post-secondary plans are developed with the families. Consideration of alternative paths to graduation such as AB-167 and the CA requirements to receive a diploma from high school as laid out in Education Code 51225.3(a), will allow all our most vulnerable student subgroups to move forward toward post-secondary education and career options.

APEX Academy regularly attends all LACOE and other PD focusing on foster/homeless youth in order to keep up to date with the most current foster/homeless/pregnant minor/probation-parole regulations and strategies being used to help this vulnerable groups. We have developed relationships with several local
group homes, shelters, parole officers (APEX has resident PO on-site), city officers, judges, and prosecutors. These relationship have become a pathway for many students to find us. Our focus on meeting all students’ basic needs, according to Maslow, and non-judgement become a surreal moment for these students and their caregivers. Caregivers say the same thing after every foster/homeless student in-take, “A school that gets what it’s like to be foster/homeless!”

Upon enrollment and prior to programming, our counseling staff meets adult guardian of minor and all other state and/or court assigned adult to the foster youth. Our counselors then closely examines all transcripts and academic history for verification of all foster youth in alignment with AB-167. Counselors actively review grades after each grading period for identification of students needing additional intervention and support. Conferences are set up by counseling staff with students, parents and teachers to develop intervention plan and timeline. On-going monitoring occurs after every grading period by both counselors and success seminar teachers, and plans are revised and/or expanded according to needs and new data.

Our student centered model with a 1 to 150 counselor ratio helps APEX Academy to better identify those students that don’t appear on any special list (Sp. Ed, ELs, Athletes, etc.) how always get extra attention. This goal of developing personal relationships with every students enable APEX staff to better intervene faster when our students trust the school they attend.

**A Typical Day at APEX Academy**

Our vision is to prepare all students to be 4-year college eligible and career-ready, regardless of prior academic achievement or level of school success. APEX Academy will meet students where they are socially, developmentally, and academically and build upon each student’s strengths. The educational experience at APEX Academy offers a flexible and comprehensive education for students at all levels of achievement. Students take charge of their learning by being engaged, informed about their education, and focused participants of the school community.

Visitors to our school will observe the following: an average day at APEX Academy conforms to the unique needs of each student. A typical APEX student is a learner engaged in an individualized schedule of 7 courses per semester and performance tasks activities designed specifically for them in order to ensure progress toward graduation, fulfillment of A-G requirements, and preparation for post-secondary goals.

The regular school day is structured into seven 60 varying length periods depending on the day of the week (refer to schedules above), allowing for a total of 7 periods. The school day begins at 7:45AM for our middle students and 8:00 AM for our high school students; dismissal is 3:05PM for high school and 15 minutes earlier for our middle school. Upon entering the classroom our typical student will be exposed to clear instructional goals for the day infused with relevancy and practicality in the “real world”. Individualized class work, on-task and hands-on learning, are the essence at APEX Academy. A student may be rehearsing for his/her APEX Developmental Portfolio (ADP) in a Success Seminar course, while another student decides what his/her best work is to include in his/her portfolio.

Given that APEX is implementing a 1:1 Chromebook technology initiative, students may be seen accessing their virtual classrooms and resources within their academic classes and electives. Learning is dynamic and rigorous, given that our typical student has the chance to complete up to 70 credits toward graduation every school year. A senior student may have a morning schedule only, while he/she is taking a course or two at LACC and moving closer to the college experience. Given that a fourth of our students participate in athletics, cheer, clubs, and other established activities, our student may headed to practice, after having received tutoring, to end a long
day at APEX Academy.
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**Measurable Goals of the Educational Program**
Refer to LCFF State Priorities table provided in Element 1

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**
Refer to LCFF State Priorities table provided in Element 1

**Performance Targets Aligned to State Priorities**
Refer to LCFF State Priorities table provided in Element 1

**Other Performance Targets**
Refer to LCFF State Priorities table provided in Element 1
Method for Measuring Pupil Progress toward Outcomes: Formative Assessment

NWEA MAP Supports Individualized Student Goals and Objectives

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

APEX Academy students started using the NWEA last school year (2014-15). We were able to assess our students twice, once in the fall (2014) and once in the winter (2015). During the 2015-16 school we were able to complete three assessments which would better gauge student learning over the whole school. This would allow us to better monitor the highs and lows of each student over an academic school year.

The data presented below compares the Fall 2014 to the Fall 2015 administrations. There are three reports that APEX Academy analyzes to review overall school growth, the District Summary Report, the Student Growth Summary Report and the Projected Proficiency Summary. The District Summary Report allowed us to compare our students based on their fall 2014 and fall 2015 mean RIT score. At first glance the low RIT scores maybe a concern, but this shows where students were in Fall 2014 and the growth in Fall 2015. The general mean RIT growth in math for APEX was 8 (average RIT national growth is 4) points for 8th grade; 2 for 9th grade; 6 for 10th grade; 3 for 11th, and -1 for 12th grade.

The Student Growth Summary Report helps us see our students’ growth over time. As stated above, NWEA provides each student with a project RIT growth based on similar students at similar schools. The goal is to have at least 60% of our students meet their projected RIT growth. Whether it is by sub-groups or grade level, significant gains can be seen across the board with the exception of 9th graders within each sub-group (contributing factor: high turn-over of instructional staff in the 9th grade).

NWEA Data Based Math Intervention - Growth

Based on the 2014-15 NWEA math scores APEX Academy launched a school wide math intervention. Khan Academy allowed us to individualize each students’ intervention based on their NWEA RIT score. Our focus was on Operations and Algebra. 8th grade grow by 1.1; 9th grade by 1.5; 10th grade by 8.8; 11th grade 5.3; 12th grade by -1.4. The graph below displays the results after our intervention using the Khan Academy targeted content.
NWEA Reading - Growth
Reading shows the strongest gains made school wide. This supports our standard-aligned competency-based Diploma Plus academic model which has a major literacy focus. 8th grow 8.9 RIT points, 0.1 for 9th, 7.4 for 10th, 12.7 for 11th, and 3.8 for 12th. The addition of an instructional coach during the current year will be examining our performance and developing appropriate interventions similar to our effective and targeted Khan Academy math intervention.

NWEA Language Usage - Growth
Language Usage shows gains made school wide except for students in the 12th grade, where we see a slight decline of almost two RIT points. Grades 7th through 11th show significant gains. We believe our language rich Diploma Plus instructional model is effective and contributes to this growth. The addition of an instructional coach during the current year will be examining our performance and developing appropriate interventions similar to our effective and targeted Khan Academy math intervention.
Below are three bar graphs disaggregated by subgroups. APEX Academy has noted that it takes three years before we see major change in our students academically. This is based on it taking an average of two years before APEX Academy has met Maslow’s first two tiers on his pyramid of hierarchical needs; first: physiological, second: safety. The third tier love and belonging usually happens after a student has been with us for three years. This would be our current 11th grade. Note that on the chart the dramatic jump by the 11th grade. This other view of our NWEA data supports the strongest growth in reading followed by math and language usage. The strongest performing subgroup is Special Education and the socioeconomically disadvantaged.

**Reading Growth Summary Report: Percentage of Students Meeting Projected Growth**

**Mathematics Growth Summary Report: Percentage of Students Meeting Projected Growth**
Based on the fall (2015) NWEA administration, the projected equivalent proficiency on SBAC would be as follow: 69% of 7th would be Level 1, 20.7% Level 2, 8.6% Level 3 (Met Standard), and 1.7% Level 4 (Exceeded Standard). 1.7% of our students in the 7th grade would be proficient, with 8.6% being close to standard. In the 8th grade 78.2% Level 1, 18.2% Level 2, 3.6% Level 3 and 0% Level 4. In the 9th grade only 3.6% would be close to standard. Overall our students are meeting their realistic NWEA RIT projections. Our students started low and are slowly moving up. APEX Academy’s strength is our ability to re-engage students and their families with education. Maslow’s first two tiers in the pyramid of hierarchical needs is our first priority. After our students feel safe (2nd tier) then the academics take off. APEX Academy starts teaching every student the movement they enroll, each student has a unique story and specific needs. There is a saying, “Students don’t care what you know, until they know you care.” This is not an excuse because we have high expectations for each student, but it is a more realistic understanding of the true interventions that must happen for true intrinsic growth and becoming life-long learner.

How APEX will Monitor and Measure
APEX Academy will monitor and measure student progress through a variety of assessment and growth measurement tools. In addition to state-mandated testing, including SBAC and CST (Science), APEX has added NWEA Measures of Academic Progress (MAP) testing to its curriculum. All students are assessed three times
during the school year using a combination of NWEA MAP testing and state-required testing, depending on their grade level. Growth will be measured by comparing a student’s scores from like testing periods, (Fall to Fall, Spring to Spring, etc.), in the key areas of Math, Reading, and Language. NWEA MAP testing measures a student’s achievement level compared to millions of other students in the same grade level, as well as providing an accurate prediction of how the student will perform on state tests, including the SBAC.

Why use NWEA for our students?
APEX Academy believes NWEA MAP testing is the appropriate tool to use for our students for a number of reasons. Its large pool of users means there is a large sample size to make accurate comparisons to other students and projections of proficiency. Its detailed breakdown of various skill sets within each subject enables teachers and students to identify and focus on true areas of opportunity and strength, not merely a general set of skills, leading to more meaningful instruction and targeted learning taking place in the classroom.

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

Frequency of NWEA assessment
Assessments will take place three times each school year. All students will test in the Fall, approximately 4 weeks after the school year begins, using NWEA MAP testing. NWEA advises waiting 4 weeks after school begins to test in order to mitigate the effects of “summer slide”, and enable students to reactivate the knowledge they gained during the last school year. All students will test again in the Winter, approximately 16 weeks after the Fall testing is completed, winter break is over, and students have had time to settle into the second semester of instruction. In the Spring, after another 12-16 weeks have passed, students will be assessed again. Grades 9, 10 and 12 will be assessed using NWEA MAP, while grades 7, 8 and 11 will be assessed with SBAC. Grades 7, 8 and 11 will not be assessed using NWEA MAP in the Spring in order to avoid testing fatigue, and so that APEX can compare NWEA MAP proficiency projections to actual student results on the SBAC.

Performance Expectations
Each student will meet and/or exceed their NWEA annual RIT projections for Math, ELA and Reading every school year. As listed above, multiple opportunities are created for support and re-engagement for students in better understanding the metric that used to evaluate their academic performance in school. The continuity of using NWEA throughout year, and that it parallels SBAC, will help our vulnerable student population by kinesthetically adding to their experiential knowledge of taking new online assessments.

Data Analysis and Reporting
School-wide assessments will take place three times each school year. All students will test in the Fall, approximately 4 weeks after the school year begins, using NWEA MAP testing. All students will test again in the Winter, approximately 16 weeks after the Fall testing is completed, 20 weeks of total classroom instruction, followed by end-of-year testing in the Spring, approximately 12 weeks after Winter testing is completed, and 32 weeks of total instruction.

After each round of testing, results will be compiled and analyzed by administration and teachers, looking for areas of growth, new or continuing areas of opportunity, etc. Staff-wide PD after collection of results will be
used to address the trends identified in results analysis, and adjusting instruction as necessary to meet the new and continuing needs of our students. Results will then be shared with students/parents and the APEX Board, to discuss growth and review/adjust goals discussed previously. Students’ NWEA MAP results also trigger another review of a student’s current school performance for either an intervention and/or enrichment.

APEX will use data from 3 areas tested with NWEA MAP: Math, Reading, and Language. Within each content area are specific subsets, enabling all stakeholders to see specifically where in each content area a student may need extra support or attention in order to increase academic achievement. NWEA MAP assessments are especially helpful with our SPED and EL subgroups, enabling our staff to provide specific support where these vulnerable students need it most.

APEX Academy has implemented a school-wide Math intervention using data gathered from NWEA MAP testing, combined with targeted practice using Khan Academy. NWEA has developed a database of specific skills on Khan Academy’s website, tied to each subset of Math measured by MAP testing. During Success Seminar, each student will have dedicated time to work on Math skills identified as areas of opportunity during MAP testing. Teachers and administrators will have access to student activity on Khan, and will monitor and assign targeted practice based on identified student needs. In addition to regular practice, students are required to reflect on their progress and the challenges they face in strengthening their skills using the Khan Academy website. APEX will also be implementing a school-wide, cross-curricular intervention to address our students’ areas of opportunity in Reading. This intervention will consist of a renewed focus on literacy across content areas, emphasizing the importance of literacy as a basis for all learning, using our students’ NWEA MAP scores to inform instruction in all classrooms.

**Grading, Progress Reporting, and Promotion/Retention**

APEX Academy uses competency-based and standards-aligned authentic assessments which are performance-based and are aligned with the APEX/Diploma Plus rubrics. A student may score from 1 to 5 on all rubrics; 1-emerging (approx. an “F”); 2-capable (approx. an “D”); 3-bridging (approx.. an “C”); 4-proficient (approx.. an “B”); 5-advanced (approx.. an “A”). Grading in DP.net depends on how much teachers weigh various authentic assessments. All teachers utilize the dp.net website for planning and assessment to track student academic growth; this site also serves as a grading reporting tool for the individual teacher and the school. Students and families also have access to the students’ grades in each class and can track their progress through-out the year.

In each semester APEX Academy issues two progress reports approximately every six weeks with the final semester grade being the third academic progress report that is shared with all students and their families. In total academic progress is reported six time in one academic school year. APEX Academy does not have a retention policy; the overwhelming majority of research has shown the deficits outweigh the benefits. All students are promoted, but those that are behind in grade level A-G completion have a counselor/student/family conference to assess what can be done to better support the student with academic success.
Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

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

**PARENT ENGAGEMENT**

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

**FEDERAL PROGRAM COMPLIANCE**

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

**Governance Structure**

The governance structure and internal organization of participation and leadership at APEX Academy is designed to ensure ongoing communication and collaboration, as well as maximize services to Any Student, Any Time, Any Where.
The Governing Board
PazLo Education Foundation (PazLo) operates as a California Nonprofit Public Benefit Corporation, pursuant to California law. PazLo is governed by a corporate Board of Directors who maintain active and effective governance in accordance with its Charter and its adopted corporate bylaws that shall be consistent with the terms of this charter.

The Co-Directors, Achievement/Executive
The Governing Board of PazLo selects the Co-Director, Achievement. The Co-Director of Achievement provides general oversight of the school’s academic programs and reports directly to the Board of Directors. As the chief academic officer, the Director of Achievement is responsible for the school’s overall performance and success in implementing the instructional program outlined in the charter petition and fulfilling the goals stated within its vision and mission. The Board of Directors shall retain ultimate control over and responsibility for the Charter School.

The Governing Board of APEX selects the Co-Director, Executive. The Executive Co-Director provides general oversight of the charter school’s operational and fiscal programs and reports directly to the Board of Directors. The Executive Director is responsible for the charter school’s overall performance and success in implementing the operational and fiscal activities in the charter petition and fulfilling the goals stated within its vision and mission. The Board of Directors shall retain ultimate control over and responsibility for the Charter School. The Executive Director is responsible for managing the documentation of operational processes as well as overseeing the work of operations personnel and/or external service providers.

Together the Achievement and Executive Co-Directors drive the school’s programs, including financial, operational, educational operations, and strategic planning, the development and implementation of resource allocation plans (personnel, budget, priorities, and facilities), monitoring efficiencies and effectiveness of APEX Academy operations and providing recommendations to the Governing Board. Both Co-Directors work to assure compliance of assigned areas of responsibility with related regulatory requirements, APEX Academy goals and objectives, administrative guidelines, Governing Board policy and directives.
**School Site Administrators – Principal, Assistant Principal**

School site administrators supervise day-to-day operations of the school and are the instructional leaders at the school site. Site administrators support APEX Academy in achieving its academic targets and fulfilling the requirements of its charter. Site administrators ensure the safety and well-being of students and staff at the school; organize and lead workshops, professional development and instructional common planning time; provide instructional leadership, guidance and support to teachers; and ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school.

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

**Governing Board Composition and Member Selection**

The Board shall have a minimum of five (5) and no more than nine (9) directors. The existing Board of Directors designates all directors. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Varied expertise within the governing board will contribute to efficient and responsible oversight of school operations, and adherence to the mission of the charter and applicable state and federal law.

**Selection of Board Members, Qualifications, Terms and Process**

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been appointed or elected. Board terms are renewable upon mutual consent between the Board and the director. The Membership Committee utilizes criteria to select new members and meets with all prospective candidates to determine whether or not recommended candidates fit the stated needs of the Board recruitment strategy and should be recommended as candidates to the Board. Criteria and process is described in more depth for potential candidates on the PazLo Education Foundation Handbook for Board Member candidates.

Criteria for board membership includes, but is not limited to: commitment to the Charter School’s mission, connection to the community the Charter School serves, diversity among board members that reflects the city of Los Angeles, availability to attend board meetings, professional expertise and experience as it relates to the needs of the Charter School, touring school and meeting with school leadership. Board members shall have expertise and experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, real estate, or public relations. If a candidate meets the needs of the Board at that time, the Membership Committee presents the nomination and the candidate’s resume during a Board meeting for discussion. If any Board members have questions or want to meet the potential member, the Membership Committee facilitates such a meeting. If support exists, the Membership Committee brings the nomination to the Board for a vote, where a simple majority is all that is required.

**Governance Procedures and Operations**
The Board of Directors governing APEX Academy meets at least monthly during the school year in accordance with the Brown Act. All meetings are held at the school library at 5:00PM, unless otherwise indicated. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings are posted on the school’s web site, posted in the main office, and posted at the entrance of the school at least 72 hours in advance of the meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Upon approval of meeting minutes, copies of Board minutes are available on the Charter School’s website and upon request in the main office of the school.

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

**Governing Board Decision-making Procedures**

A Board meeting occurs whenever a majority of members hear, discuss, or deliberate on any item. A majority of board members (quorum) must participate (50% Plus 1), either physically or telephonically, for a meeting to take place and for the governing board action to take place. Abstention: any governing board members shall abstain from voting whenever there is a perceived interest in the outcome that directly affects the governing board member personally (or monetarily) in a manner not shared by the other members of the governing board. Participation in meetings by Conference Telephone: Members of the Board may participate in any meeting through the use of video or telephone conference equipment. These meetings will be held pursuant to the teleconferencing rules of the Brown Act.

Due to the size of the Board of Directors, the Board shall conduct business without the need to form committees to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals.

At its regular meetings, the board will: review the most recent financials; discuss student academic performance and achievement data; discuss strategic planning; and other pertinent business related to operations of APEX Academy.

The Board of Directors is as follow:

**Board Chair**

The governing board chair assumes responsibility for the overall functioning of the board. He/she facilitates board meetings and works most closely with the school leaders. The board chair also plays an extremely important role on the interpersonal side of the board. He/she must be responsive to other board members’ views, maintain a collegial atmosphere, manage different personalities and perspectives, and work hard to foster a trusting yet candid relationship with the school leader. The board chair must be a strong communicator and a skilled facilitator.

**Board Vice-Chair**

The vice chair of the governing board is essentially the second in command. In the event that the board chair is absent, temporarily unable to perform his/her responsibilities, or permanently unable to continue in the
position, the vice chair acts as the board chair. Under normal circumstances, the vice chair assists with the overall functioning of the board and serves as an advisor and deputy to the chair.

**Board Treasurer**

The treasurer of the governing board oversees all matters related to the school’s finances, property, and budget. This leadership role requires the treasurer to be knowledgeable about standard financial and accounting practices; align all financial transactions with the mission, goals, bylaws, and legal requirements of the school; and provide the information needed for all board members to make financial decisions for the school. Ideally, the treasurer has a strong working relationship with the school leader as well as the school’s chief financial officer (CFO). He or she also oversees the school’s leadership in the areas of money management and compliance.

**Board Secretary**

The secretary of the governing board has responsibility for communicating with board members about meetings, maintaining minutes of all meetings, keeping all board records and important documents, and upholding legal compliance in matters of reporting and transparency. He or she also maintains legal and other organizational records for the charter school, such as charter school bylaws and the charter agreement.

**Board Members**

The governing board members support and actively participate in supporting the mission and vision of the school through their governing board engagement.

**Stakeholder Involvement**

APEX Academy values the participation of parents in the programs and activities at the school. APEX recognizes the critical role that parents play in the long-term academic success of their children. As a Title I school, APEX notifies parents of its written parental involvement policy and compact in the language of the home. APEX involves parents by convening monthly meetings/workshops to inform parents of the school’s Title I participation, the requirements of Title I, and the rights of parents to be involved. All [parent meetings and workshops are offered flexibly at the school site, in the morning or evening, so that meetings are accessible to parents working different schedules. APEX parents are involved in an organized, ongoing, and timely way in the planning review and improvement of the school’s program and services for Title I students.

The APEX Academy Parent Advisory Committee (APEX PAC), is an advisory committee composed of at least 5 parents of currently enrolled students. The role of this committee is to actively advise and make recommendations to the school leadership regarding the creation of opportunities to improve student achievement, opportunities for increased parent/community involvement, opportunities for parent education, LCAP, and overall improvement of the school community. Additionally, the APEX Academy Parent Advisory Committee will formally present an annual report to the Governing Board of its recommendations for overall improvement of APEX Academy.

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

Membership on the School Site Council is balanced between school and parent representatives. The School Site Council is comprised of the following members:
✓ School Principal or designee (1)
✓ Four (4) teachers, elected by their peers;
✓ One (1) classified staff member, elected by their peers;
✓ Three (3) student representatives, elected by the student body
✓ Three parents (3) elected by parent body

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

✓ APEX PAC Monthly meetings
✓ SSC meetings/orientation
✓ Back-to-school, Open House nights
✓ Parenting classes
✓ Parent education workshop series
✓ Financial literacy nights
✓ Computer literacy classes
✓ College Information Nights
✓ Financial Aid Nights
✓ Portfolio presentation panel participation
✓ School volunteer opportunities
Element 5 – Employee Qualifications

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

**Equal Employment Opportunity**

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

**ESEA/ESSA and Credentialing Requirements**

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

**Employee Positions and Qualifications**

APEX is committed to recruiting and hiring professionals who are dedicated to the best practices education of all students and the mission of the school to serve any student, anytime, anywhere. Employees are competitively compensated commensurate with their experience and job responsibilities, and receive benefits, including health insurance and retirement plans, as detailed in the Employee Handbook which all employees receive. Job descriptions, work schedules, compensation, benefits and other terms and conditions of employment are reviewed and modified as necessary to meet the needs of the school and students.

Currently, APEX employs the following staff positions:

- Co-Directors, Achievement/Executive
- HR/Operations Manager
- Data, Testing and Special Programs Manager
- School Administrators (Principal/AP)
- Counselors (Guidance and College)
- PBIS Coordinator
- Instructional and Literacy Coach
- Attendance Liaison/counselor
- Classroom Teacher
- Office Manager
- Parent Community Rep.
- School Assistants
- Office Technicians
- Supervision Aides
Employees’ job duties and work basis are negotiated in individual employment agreements. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Key Positions and Job Descriptions

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

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

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

2: SERVES AS CHIEF OPERATING OFFICER OF THE SCHOOL
2.1 Implements policies of the Governing Board.
2.2 Reports to the Governing Board about the status of programs, academic achievement.
2.3 Recommends actions, policies, and alternatives to the Governing Board.
2.4 Acts as liaison between the school board and school staff.
2.5 Informs the board about rules and regulations of the CA Department of Education and state and federal laws as they pertain to the charter school operation, growth, and development.
2.6 Informs the board about current trends and developments in education.

3: OVERSEES STAFF PERSONNEL MANAGEMENT
3.1 Works to develop a recruitment plan and organize recruitment of quality personnel.
3.2 Oversees the assignment of personnel.
3.3 Ensures administration of human resource policies and programs.
3.4 Oversees the implementation a personnel evaluation system that differentiates the performance of employees in the system.
3.5 Works to maintain up-to-date job descriptions for all personnel in accordance with state law.
3.6 Oversees the planning and evaluation of the professional learning program.
3.7 Oversees employee discipline consistent with Board policies and CA employment standards.
3.8 Recommends dismissal/renewal of staff to the Governing Board.

4: OVERSEES FACILITIES MANAGEMENT (SCHOOL SECURITY AND SAFETY)
4.1 Prepares long- and short-range plans for facilities and sites.
4.2 Works with LAUSD Facilities personnel and charter division personnel as needed.
a. Maintain and implement policies for the use of school property.
b. Oversee and implement policies for safe school facilities.

5: OVERSEES FINANCIAL MANAGEMENT
5.1 Works with through the designated budgetary process, as outlined in policy to:
a. Prepare the overall school budget.
b. Ensure that expenditures are within limits approved by the school board.
c. Monitor compliance with policies and laws.

d. Report to the school board on the financial condition of the charter school.

e. Establish and monitor procedures for procurement of equipment and supplies.

f. Oversees preparation and dissemination of financial reports to required stakeholders.

6: DIRECTS COMMUNITY RELATIONSHIP ACTIVITIES

6.1 Articulates educational programs and needs to the community.

6.2 Maintains contact with news media.

6.3 Participates in community affairs.

6.4 Involves the community in planning and problem-solving for the school.

6.5 Communicates with and understands the needs and perspectives of various outside groups and stakeholders. This includes (but is not limited to):

   a. Authorizing agency - LAUSD
   b. APEX Parent Advisory Committee
   c. CA State Board of Education
   d. CA Department of Education
   e. Various community organizations and partners (as needed) such as: CCSA, Diploma Plus, YPI, Gateways Hospital, etc.
   f. Other outside organizations deemed appropriate or necessary by the Governing Board.

TASK 7: OVERSEES STUDENT SUPPORT SERVICES

7.1 Works with appropriate staff to:

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

TASK 8: ENSURES ORGANIZATIONAL MANAGEMENT

8.1 Provides leadership for the development of a systematic plan for continuous school improvement.

8.2 Maintains, directly or through delegation, student, personnel, business and other records according to school policy.

8.3 Ensures filing of all required reports by state and federal law/regulation.

8.4 Advises the Governing Board of the need for new and revised policies. Involves staff and committees in the process.

8.5 Makes administrative decisions necessary for the effective and efficient operation of the school, including working with consultants, as needed.

8.6 Attends, or delegates a representative to attend, meetings of LAUSD board and other agencies at which matters pertaining to the school appear on the agenda or are expected to be raised.

TASK 9: SPECIAL EDUCATION AND TITLE PROGRAMS

12.1 Works to ensure compliance with the guidelines established by the CA Department of Education and ensures implementation of administrative procedures for Special Education, Title I, II, III and other programs consistent with federal law, and state school law.

12.2 Ensures that IEP meetings and placement review meetings for special education students are held in accordance with federal and state law.

12.3 Acts as or delegates appropriate administrative representative to Individual Education Plan meetings and evaluations on IEP meetings.

12.4 Ensures that a Student Success Team process is in place and implemented in accordance with state and federal guidelines.

12.5 Ensures that a 504 evaluation process is in place and implemented in accordance with state and federal guidelines.

12.6 Works to ensure Title I, II, III and other federally funded programs are monitored and in compliance.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

EDUCATION and/or EXPERIENCE
Education: Master’s degree or higher, progress toward acquiring or possession of CA Administrative Services Credential.
Experience: Have at least 5 years of successful teaching and 3 years of out of classroom support experience. Prefer school or school system administrative experience with concentration in administration, supervision, curriculum, finances and personnel management.

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

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

Responsibilities:
- Provide Instructional Leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CCSS and CA standards; maintaining a college-going culture; modeling DP instructional framework; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting new teachers.
- Manage all human resources at the school site, including: attracting and selecting personnel; providing professional development opportunities; developing collaborative team culture; and managing performance. Adhere to organization policy and state/federal employment laws. Consult with Human Resources as appropriate.
- Manage all resources at school site, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations. Adhere to company policy and protocols for sound fiscal management.
- Develop an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; developing positive relationships with authorizing district and neighborhood schools; and partnering with institutions of higher education to support the schools’ educational program and provide opportunities for students and families to experience college life.
- Manage process for determining priorities; set development timetables and support school team in achieving deliverables.
- Manage daily operations, facilities, safety, and administrative processes for school, including addressing issues and problems that arise in a solutions-centered, creative, thoughtful and constructive way; following-up with constituents as needed; adhering to best practices, policies and procedures; and seeking outside support as appropriate.
- Lead long term strategic planning and medium term process improvement as needed.
- Work in collaboration with Co-located Principals and LAUSD to achieve operational and organizational goals.
- Continue and support APEX’s mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and general legal/ethical behavior.
- Performs other related duties as required and assigned.

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

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

**The Assistant Principal**

The Assistant Principal operates under the supervision of the School Principal and in accordance with federal and state laws; provides assistance to the School Principal in developing, formulating, and revising school programs, and educational program review; participates in administrative decision making; fosters a culture of collaboration and professional growth; and assists in promoting the overall educational achievement goals of APEX Academy.

**APEX PROFESSIONAL DUTIES & RESPONSIBILITIES:**

> Assist with overall student discipline and attendance by developing and implementing innovative programs.
> Assist in the evaluation and supervision of Diploma Plus school curriculum and instructional program implementation.
> Assist with Supervision and evaluation of the performance of classified and certificated personnel as directed.
> Coordinate and supervise the school’s athletic program, inclusive of on and off site athletic events as directed.
> Provide, coordinate, and implement a consistent student supervision schedule before, after, and during school hours, as well as other school sanctioned events such as dances, meetings, etc.
> Assist with the development of a Master Class Schedule.
> Assist guidance and college counseling programs, AP Programs, college entrance and diagnostic exam programs aimed at increasing the number of students applying and entering post-secondary education opportunities.
> Be available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
> Maintain professional standards and a school environment that is productive, safe and focused.
> Participate in other events aimed at promoting or developing APEX Academy and its mission (i.e. student recruitment, etc.), inclusive of representing APEX Academy to the Hollywood community and outside partners and programs.
> Attend HBHS complex administrative meetings, PazLo Board meetings, CCSA meetings, and LAUSD Charter Division meetings as directed.
> Provide administrative oversight of special education program and compliance.
> Serve as Admin. Rep for APEX Academy at all LAUSD Option 3 activities, trainings, and development events.
> Attend IEP meetings, conferences, and ensure services are being provided to students in all classrooms as directed.

**APEX ACCREDITATION ACHIEVEMENT GOAL SPECIFIC RESPONSIBILITIES:**

WASC Achievement Goal #2 – Student engagement - Increase the overall academic engagement and attendance rate of all students by strengthening our instructional program in the areas of student engagement, learning authenticity, and instructional differentiation.

> Convene an instructional staff committee to refine, rewrite, and implement the Success Seminar Course framework in every classroom to better align to ESLRs and bring about further personalization for student engagement.

> Implement and support every instructional staff with the APEX Positive Discipline Protocol/process and Policies.

**QUALIFICATIONS:**

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

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

**Duties of Testing, Data, and Special Programs Manager:**
Under the direct supervision of school director, the coordinator will have overall responsibility of the procurement, scheduling, administration, processing and analysis of mandated testing programs at Academic Performance Excellence Academy. Coordinator will also have overall responsibility of coordinating with ExEd accurate school and individual student data input and reporting within school data base system, LAUSD, LACOE and CDE (CALPADS) data sets as needed.

In coordination with the school administration and guidance counselors, organizes the administration and interpretation of standardized test materials (Smarter-Balanced/CST, NWEA, CAHSEE, CELDT, PSAT, SAT, ACT, AP, etc.);

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

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

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

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

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

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

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

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

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

Performs other generally accepted duties as assigned.

**HR / Operations Manager**
Employee shall possess or be in the process of securing a BA/BS from an accredited institution of higher learning. Education requirement needs to preferably be in business administration, accounting, or finance. The Governing Board may place exceptions to the above qualifications for hiring in special circumstances such as persons from other states who possess adequate professional training and are qualified to render services.

**Educational Requirements**
- Possession or progressing toward the completion of a Bachelor's degree in majors like economics, business administration, Human Resources, finance and/or accounting.
- 5 years or more work experience in related industry or career.
**Skill Requirements**

- Excellent interpersonal communication skills.
- Analytical bent of mind with attention to detail.
- Must love working with numbers.
- High level of organizational and prioritizing skills

**HR / Operations Manager Duties:**

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

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

**Instructional/Literacy Coach**

Instructional coaches must hold respective single-subject credentials approved by the California Commission on Teacher Credentialing and meet all requirements of the law for public school teachers as defined in California and in adherence to the Every Student Succeeds Act (ESSA).

**Qualifications:**
1) Bachelor’s degree from an accredited college/university
2) Minimum of five years of successful teaching experience.
3) Current CA Teaching Credential.
4) Demonstrated knowledge of Common Core State Standards and CA content standards.
5) Experience in researched—based instructional practices (Competency-Based, DP).
6) Deep knowledge of and experience in: Instructional strategies, Conditions of Learning, Assessment driven instruction.
7) Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations.
8) Ability to design and deliver quality professional development for administrators and teachers.
9) Outstanding presentation and facilitation skills
10) Demonstrated ability to communicate in a professional manner both orally and in writing
11) Demonstrated strength in organization, communication skills and efficiency in meeting deadlines
12) Demonstrated ability to function as a positive collaborative member of a team while exemplifying interest and engagement in professional learning and reflection.

**Essential Functions:**

1) Support the philosophy and vision of APEX Academy.
2) Facilitate the intellectual and professional development of teachers with a focus on improving student achievement.
3) Create positive relationships with teachers and administrators.
4) Communicate and demonstrate research-based instructional practices that result in increased student performance.
5) React to change productively and handle other tasks as assigned.
6) Provide individualized, classroom-based coaching with participants to support them in implementing good instructional practices.

**General Responsibilities:**

1) Demonstrate willingness to assume leadership positions.
2) Provide organized, individual and/or group learning opportunities for teachers as needed.
3) Provide support in analyzing student assessment data and assist teachers with instructional decisions based on assessment data when requested.
4) Assist teachers in creating materials that are in alignment with CC standards and DP Competencies.
5) Provide teachers resources related to instruction and curriculum development inclusive of rubric development and authentic assessment development by modeling effective, differentiated instruction as necessary.
6) Provide encouragement and emotional support to teachers by encouraging ongoing professional growth for all teachers.
7) Manage time and schedule flexibility to maximize teacher schedules and learning, by working positively toward meeting identified APEX Academy LCAP/WASC goals.
8) Develop and maintain a confidential, collegial relationship with teachers.
9) Possess an understanding of when to contact administrators regarding issues of safety/ethics.
10) Perform other duties as assigned by supervising administrator

**PBIS Coordinator**

PBIS/Restorative Coordinator must hold a single-subject teaching credential and/or Pupil Personnel Services Credential approved by the California Commission on Teacher Credentialing and meet all requirements of the law for public school teachers as defined in California and in adherence to the Every Student Succeeds Act (ESSA).

The mission APEX Academy is to provide students with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people. APEX Academy fulfills its mission by providing stability, adult connection, high-quality academics, support, and life skills for pre-teens and teens. APEX Academy graduates will be prepared for post-secondary education, on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

The Positive Behavior Interventions and Supports (PBIS) coordinator helps create and maintain an outstanding, safe and caring culture at APEX Academy. S/he will work with leadership and staff to develop tools and strategies that are aligned to our PBIS framework; this includes establishing support systems, data systems and analysis, coaching, monitoring and evaluation.

**Essential Duties and Responsibilities**

**Staff support:**

- Provide a behavioral support system within the classroom to create a positive, supportive culture.
- Work with leadership and staff to develop strategies within their rooms and homes that are aligned with the mission of the APEX.
- Works with staff to place an emphasis on classroom management and preventive discipline to create an atmosphere conducive for effective teaching and learning in a positive and safe school.
- Works directly with staff to develop progress-monitoring tools that will track behaviors within the class and school.
○ Works with the leadership team to create effective classroom management and preventative school discipline.

**Family Support:**
○ Work with Community Partners to develop positive relationships with families to help establish a proactive approach with children who have behavioral issues and/or experience trauma.
○ Work with the staff to help families proactively by providing information that the family unit can apply at home.
○ Coordinate with families to develop strategies within their homes that are aligned with the strategies used in school.

**Student Support:**
○ Creates programs and events designed to strengthen school culture.
○ Writes reports as required and performs other tasks and assumes other responsibilities within the overall scope of the position which the supervisor may assign.
○ Assists with supervision/athletic supervision and coverage for students as assigned/needed.

**Character Traits and Values**
- Commitment to the mission of APEX Academy
- Passion for teaching and learning
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Thoughtful self-reflection and good self-care skills
- Commitment to teamwork
- Strong data analysis and computer skills

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

The Governing Board may allow for exceptions to the above qualifications when hiring non-teaching certificated staff in special circumstances, such as counselors from other states who possess adequate professional training and are qualified to receive a California credential within a reasonable amount of time after being employed.

**Guidance Counselor Job Description:**
- Counsel individuals and groups of students in the areas of educational, personal, physical, social and career needs; provide guidance to students in matters regarding graduation, college entrance requirements and scholarships; consult with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.

- Provide student academic course programming, scheduling, and on-going counseling to ensure preparation and/or fulfillment of A-G college entrance course requirements.

- Provide on-going group and one-on-one college counseling inclusive of college exploration, applying to college, college admission follow-up, applying for financial aid, college diagnostic placement, and any other college transitioning assistance necessary for student post-high school success.

- Assist in organizing the administration and interpretation of standardized tests (PSAT, SAT, ACT, AP, CST, CAHSEE, etc.); interpret the results of standardized group tests of achievement and scholastic capacity to administrators, parents and teachers.

- Work collaboratively with all instructional staff to maximize and ensure educational access for all students to learning and academic achievement.
• Help students effectively utilize the educational opportunities of APEX Academy; recommend available resources within the School, school system and community to meet the needs of individual students; assist in making such referrals and contacts; conduct parent workshops to promote school attendance and academic performance.

• Consult with the administrative staff on student referrals for supplementary counseling, psychological evaluation and case conferences, inclusive of IEP documentation and participation.

• Assist in coordinating the gathering of important student records and cooperates with other pupil services staff in scheduled student case conferences; participate in Student Study Team and other problem-solving conferences.

• Serve as a resource person to APEX Academy personnel and parents regarding the counseling and guidance program.

• Assist in the preparation of information for entry on student cumulative records; contribute data concerning student needs to assist in the development of the total educational plan of APEX Academy.

• Other duties as assigned.
Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Custodian of Records**
The Director of Achievement and the HR/Operations Manager serve as the Charter School’s Custodian of Records.

APEX Academy  
1309 N. Wilton Place, 3rd Floor  
Los Angeles, CA 90028  
323-817-6550 work  
323-817-6555 fax

**Health and Safety Policies**

**Role of Staff as Mandated Child Abuse Reporters**
All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District, which are delineated in the LAUSD Child Abuse and Neglect Reporting Requirements Policy, No. BUL – 1347.1. APEX Academy staff must report to the proper authorities if they suspect the following is 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
- Physical abuse
- non-consensual sexual activity
- mental suffering/emotional abuse

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Directors will work will all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff understand that it is their duty and responsibility to report any suspicions of child abuse. The following timeline for reporting applies: Reporting suspected abuse to law enforcement or DCFS – Immediately. Submitting a written/digital child abuse reporting form to reporting agency – Within 36 hours of reporting. Informing school directors of filing of child abuse report – Within 36 hours.

Staff understands that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is 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.

**TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

**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 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

**Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

**Emergency Preparedness**
As a co-located school on a LAUSD campus, APEX Academy follows the co-location’s lead and adhere to the District’s established guidelines and policies as they pertain to emergency preparedness, the Safe School Plan, and emergency situations. The school has successfully and effectively worked with two other LAUSD schools to ensure the well-being of all students on campus. In collaboration with our two other LAUSD co-located schools, fire drills, earthquake drill, evacuations, shelter in place drills, are conducted throughout the school year. Weekly meetings are scheduled throughout the year by all three principals to coordinate and discuss safety and health issues for the entire campus.

**Blood borne Pathogens**

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

**Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

**Comprehensive Sexual Harassment Policies and Procedures**

All APEX Academy students and staff members are entitled to work and learn in an environment that is free from verbal, physical, sexual, or emotional harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, medical condition, marital status, gender, sexual orientation, disability, age, or proficiency in English.

Harassment can consist of, but is not limited to, the following: jokes, name-calling, gestures, the display of pictures or symbols, written notes, innuendoes, comments, or other behavior that offends or shows disrespect to a student or staff member on the basis of race, religion, national origin, gender, sexual orientation, disability, age, or proficiency in English. Sexual harassment can consist of, but is not limited to, the following: sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature.

Students, family members, or staff members who have a concern about any form of harassment should make a written complaint to the Directors or his or her designee. The Directors or his or her designee will respond to concerns in writing in a timely manner and appropriate disciplinary action will be taken.

APEX Academy supports the activities and ideals of the Hunger-Free Kids Act of 2010 by ensuring that every student has access to the nutrition they need to grow into healthy adults. APEX Academy provides meals, including breakfast, lunch and snack, to the students attending the school.

**Innovative Health Support: Social-emotional Health**

APEX Academy’s 1 to 150 student to counselor ratio is truly our most innovative practice. APEX Academy has developed programs on site to address the social/emotional and physical needs of socioeconomically disadvantaged students so that they can focus on their academic and educational goals and achieve them. As stated earlier the needs of those vulnerable to the effects of poverty and all the social-emotional issues that come with lacking resources or too difficult to receive, effect a child’s ability to learn. This systemic poverty issue is the first intervention that happens for every student at APEX Academy. This innovative practice of understanding where every student/family is socially-emotionally meets the needs stated by Abraham
Maslow (1943, 1954) as he developed a hierarchy of fundamental human needs, which he laid out in a pyramid form – the most basic needs at the bottom, the most advanced at the pinnacle. The pyramid layout is not merely for aesthetics: Each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. This is where APEX Academy’s first academic intervention begins for students that are behind and/or advanced. If these deficiency needs are not meet daily, then their effects will prevent the child from not only learning, but from evolving into a productive member of society.

Information: The 1st Intervention entry point
Students and their families are re-engaged in their education by having them actively participate in the creation of their academic schedules. These individualized programming meetings increase a student/family’s understanding of what courses are required to graduate high school and the specific courses and grades (APEX Academy has a no “D” policy in order to align with 4-year college eligibility) required to apply to colleges and receive financial aid. This is only one of many opportunities to engage students/families in their education. Every on APEX Academy staff is another entry point for each student/family member. APEX Academy makes every attempt to make a connection with every student and their family, that APEX staff member then becomes the link to the family and provides valuable information to our counselors to ensure academic and social-emotional success. The systematic information/counseling approach is to address Maslow’s 1st tier of physiological needs. As Maslow states, each need is dependent on the ones below it. The lowest levels must be achieved before the next level of needs can be addressed. Understanding the individual needs of each student and their family and how poverty makes them all vulnerable to losing hope that life gets better. APEX Academy meets every student/family where they are and begin providing whatever recourses is needed to provide stability to the family system outside of school. Within APEX Academy the student is given an individual achievement plan that is continually reviewed and updated based on new information and/or change in circumstances. Both action happen in parallel; support the physiological needs and create an individualized academic and social-emotion plan for student.

APEX Academy partners with local agencies (i.e. Gateway Hospital, YPI, LA Promise Neighborhood, Boys and Girls Club, etc.) and community resources (Hollywood Social Security office, Home Depot, Denny’s, etc.) adult schools (Hollywood High Adult School & EVANS Community Adult School) occupational centers and community colleges (Abram Friedman occupational Center, Glendale CC, LACC, LA Trade Tech, Santa Monica CC, etc.) so we can offer channels for students, their parents and family members to gain access to community resources, thus meeting physiological and safety needs, that can assist in areas of greatest need including: food and shelter, legal, higher education, technical and job skills training, parenting classes, counseling and family support services.

APEX Academy has, over the past eight years of delivering this intervention, found a re-curing trend: our students blossom regularly after three years of being in our student-centered counseling-supported system. There has been noted a correlation that on average it takes students two years to meet Maslow’s first to tiers of 1 - Physiological needs and 2 – Safety needs; and then in the student in their 3rd year at APEX Academy enters tier 3 - love and belonging needs. Helping students and their families navigate the multiple and complex issues of poverty is APEX Academy’s first and most important intervention and the key to our students’ and their families’ success.
Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Court-Ordered Integration

APEX Academy will continue to actively seek to achieve a racial and ethnic balance among its pupils that reflects the general population residing within the District. Achieving and maintaining the goal of 70:30 or 60:40 is important. Outreach activities will be conducted in and around the community on an on-going basis. APEX Academy conducts orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations in order to ensure all students in the area have an opportunity to attend the school.

Starting in September of each year and running through the end of January, APEX will work with local organizations, such as neighborhood churches, after school programs, community groups, park and recreation departments, and small businesses, to generate interest in the school’s mission and connect with prospective families. APEX plans to leverage current families enrolled to spread the word to families in the community as well. APEX will continue to develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) that are easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic and interest groups represented in the district. Materials in Spanish and English will be distributed in order to reach the limited English proficient populations that exist in the area.

As an established community school, APEX has formed close relations with community partner organizations and institutions, APEX’s community partners have strong parent and community relationships of their own in
the East Hollywood area providing APEX with a unique entry point for maintaining new parent and community relationships. With our ongoing outreach and partnerships in the community, we will strive to achieve the ethnic balance ratio of 70:30 or 60:40. APEX will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school, along with documentation efforts the school has made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its process and make adjustments accordingly.
Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

**HOMELESS AND FOSTER YOUTH**

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

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

**NON-DISCRIMINATION**

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

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

**Admission Requirements**

APEX Academy’s current student population already consists of academically low-achieving students, economically disadvantaged students, and students with disabilities. APEX Academy works intentionally to re-engage vulnerable youth to give school another try. APEX teaching and learning methodologies focus on building relationships with the student and their families. School leaders believe this school belongs to the community. As a result, the community selected its name and continues to shape APEX’s supportive school culture, academic program, and outreach efforts to ensure academic success for all students, especially academically low-achieving students, economically disadvantaged students, and students with disabilities.
Student Recruitment
APEX Academy will include specific information in their outreach materials, websites, social media, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include an APEX Academy contact phone number and website address to access additional information regarding enrollment. APEX Academy has also created relationships with school leaders at both LAUSD and charter schools, foster agencies, juvenile court justices, juvenile probation officers, etc. who all forward students with low-academic and/or school success to APEX Academy for enrollment, as well as other actions listed above.

Special Education Enrollment
Students in special education programs shall have equal access to apply to attend APEX Academy. As with general education enrollment, special education students are not discriminated against on the basis of the characteristics listed in Education Code Section 220. The APEX Academy will adhere to federal, state and judicial mandates regarding admission of special education students.

Lottery Preferences and Procedures
Preferences in Admissions
Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open applications period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the APEX Academy will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. A student’s IEP will never be required prior to participation in any attendance lottery and/or enrollment at APEX Academy.

Enrollment preferences in the case of a public random drawing shall be as follows:
1. All students from the current APEX Academy attendance area
   1a. Students meeting the criteria for Foster/Homeless designation
   1b. Students with history of school non-attendance and/or students significantly credit deficient
   1c. Siblings of existing pupils
2. Students within the boundaries of the LAUSD
   1a. Students meeting the criteria for Foster/Homeless designation
   1b. Students with history of school non-attendance and/or students significantly credit deficient
   1c. Siblings of existing pupils
4. All other applicants

Public Random Drawing:
Should the amount of pupils that wish to attend APEX Academy exceed the enrollment limit, a public random lottery will take place to determine the school admission in accordance to Education Code section 47605(d)(2)(B). If a lottery is needed to set admission into APEX Academy all interested parties may attend or observe, but attendance is not mandatory for participation in the APEX Academy lottery. The last Monday in February is the designated deadline and all interested students will be considered for the public random drawing if the number applications exceed the number of spaces available for admission. If number of applications do not exceed spaces available, all students that have applied before the deadline will be enrolled at APEX Academy. Public notice will be posted regarding the date and time of the public drawing. The school will inform parents of all applicants and all interested parties of the rules to be
followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site auditorium to accommodate all interested parties.

A wait list will be developed from the list of students that do not receive admission when the public random drawing is completed and will be considered should a vacancy occur during that academic school year at the grade level that has openings. The wait list is based on enrollment preferences (i.e. students residing within APEX Academy’s former attendance area) and openings in grade levels. The waiting list will not carry over to the following school year.

Students on the waiting list will be notified by certified mail and telephone immediately if space becomes available. Families will have two weeks after certified letter has been mailed to contact APEX Academy concerning enrolling a student/s at the school. Families/students will have one week after contact with APEX Academy to return the enrollment forms. If the enrollment forms are not returned within one week after contact with APEX Academy, admission for that student is forfeited, and an admission notice will be mailed to and phone made to the next student on the waiting list. APEX Academy will maintain auditable records of the above activities. (Education Code § 476).

**Lottery Timeline:**
The school will determine its open enrollment and lottery dates every year before school starts.
1. Letters about APEX Academy informational meetings sent to all families of 6th through 11th grade students in the Hollywood area in October-November each year.
2. Informational meetings for interested families held in the late fall and early spring semesters. Two-three informational meetings will be held during the months of November through February.
3. Applications will be available at the school in October and on the school website in the near future.
4. If a lottery is deemed necessary the lottery will be held by the end of February.
5. Letters and phone calls to students admitted from the lottery are sent within two weeks of the lottery.
6. Upon receipt of letter of acceptance and contact is made with APEX Academy, families have two weeks from the date that contact was made with APEX Academy to confirm attendance; failure to respond will result in forfeiture of acceptance.

APEX Academy shall keep in file all documentation of the execution of the lottery and will invite LAUSD representatives and respected members of the community as observers of the lottery to verify lottery procedures are fairly executed.
Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures
Every fiscal year an independent auditor conducts an audit of the financial affairs of APEX Academy to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The executive director is responsible for contracting with an accounting firm to conduct the school’s annual audit. The Governing Board shall approve recommended auditing firm.

APEX’s Executive Director, along with back-office provider, ExEd, is responsible for working with and overseeing the independent audit. The school gathers, prepares, and organizes documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who is a Certified Public Accountant, are submitted to the District the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

APEX Academy engages an independent public accountant with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California.
The Executive Director reviews any audit findings, exceptions or deficiencies and reports to the Governing Board with recommendations on how to resolve them. The Executive Director is responsible for presenting a corrective action plan to address audit findings, exceptions or deficiencies to the Governing Board. The Governing Board of the charter school will direct the Executive Director to address and resolve any findings, deficiencies, material weaknesses, and audit exceptions to ensure sound fiscal operations. The Governing Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved.

The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline. The Executive Director will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline. The independent financial audit of the Charter School is public record to be provided to the public upon request to any interested party.
Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

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

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

**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

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

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

LAUSD’s *Discipline Foundation Policy and School Discipline Policy and School Climate Bill of Rights* are the guiding policies APEX Academy reviews in the development of our general discipline approach in collaboration with parents, pupils, and staff in order to promote learning and protect the safety and well-being of all pupils and staff at the school. Given the high level of vulnerable students served by APEX, each student and every incident is filtered through with a high level of empathy and compassion always involving our counseling staff.

APEX Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

APEX Academy School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

APEX Academy shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

APEX Academy will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. APEX Academy will also ensure staff is knowledgeable about and complies with the core values of the District’s *Discipline Foundation Policy and School Discipline Policy and School Climate Bill of Rights*.

APEX Academy shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

**Professional development**

Learning best occurs when main ideas are presented and then repeated with support in understanding how and when to implement. PBIS has been scheduled in a recurring rotation to promote learning and memory; thus modeling for our teachers how best to develop learning and memory.

In the first semester teachers have five dedicated days for PBIS training and support, with two separate data review days. The same pattern is repeated in the second semester with eight dedicated days and three data review days.

**School Climate Transformation Grant (SCTG) & Positive Behavior Intervention and Support (PBIS)**
School Climate Transformation Grant (SCTG) is a federal initiative funded by the Department of Education to YPI Charter Schools (Local Educational Agency) to develop, enhance, and/or expand systems of support for, and technical assistance to, schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. The SCTG Program is one of several Federal programs designed to work together to help make schools safer, and improve mental health services, for students and young adults. The outcomes of the SCTG include increased Average Daily Attendance (ADA), a reduction in Office Disciplinary Referrals (ODR), and a reduction in Suspensions and Expulsions.

**School-wide Positive Intervention and Behavior Support (PBIS)**

School-wide PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below.

<table>
<thead>
<tr>
<th>Prevention Tier</th>
<th>Core Elements</th>
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| Primary         | * Behavioral Expectations Defined  
* Behavioral Expectation Taught  
* Reward system for appropriate behavior  
* Clearly defined consequences for problem behavior  
* Differentiated instruction for behavior  
* Continuous collection and use of data for decision-making  
* Universal screening for behavior support |
| Secondary       | * Progress monitoring for vulnerable students  
* System for increasing structure and predictability  
* System for increasing contingent adult feedback  
* System for linking academic and behavior performance  
* System for increasing home/school communication  
* Collection and use of data for decision-making  
* Basic-level function-based support |
| Tertiary        | * Functional Behavioral Assessment (full, complex)  
* Team-based comprehensive assessment  
* Linking of academic and behavior supports  
* Individualized interventions based on assessments information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem |
behavior on extinction, (d) strategies for enhancing contingence reward of desired behavior, and (e) use of negative or safety consequences if needed.

*Collection and use of data for decision-making

The core element of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010). APEX Academic will be entering the “Active Application” phase for the 2016-2017 school year.
APEX Academy Progressive Discipline Action Flow Chart

Co-Director(s)
- Co-Director(s)/Student conference
- Co-Director(s)/Parent/Student conference
- Suspension
- Alternative placement
- Expulsion

Actions
1) Administrator/Student/Counselor/Teacher conference
2) Administrator/Parent/Student conference
3) Alternative Student School Success Contract developed
4) Suspension
5) Administrator/Student/Director conference
6) Post suspension conference

Administration
Administrator confers with student, counselor, teachers, and parent to support Student School Success Contract.
Administrator follows up with student, counselor, teachers to monitor and support student progress and success after a discipline action has been taken.

Guidance Counselor
Counselor confers with teachers on major and minor behavior issues and attendance problems and creates alternative plans for resolution. If no progress is made, counselor proceeds to involve administrator for further assistance.

Success Seminar Teacher
Success Seminar teacher confers with classroom teacher on major and minor behavior issues and attendance problems to develop additional strategies to bring resolution. If no progress is made, both teachers contact respective counselor for further support.

Classroom Teacher
Teacher makes calls home and conferences with the individual student to understand the obstacles affecting student learning. Major and minor behavior incidents are documented on the APEX Referral Form. Tardiness/absences and low academic progress are documented on the Parent Contact List. Teacher contacts respective Success Seminar teacher for additional support if needed.

1) School Pathways – Counselor documents all conferences with students, parents, teachers, etc. regarding major and minor behavior issues, attendance, academics, etc.
2) Counselor calls home
3) Counselor/Student conference
4) Counselor/Teacher/Parent/Student Conference
4) Student School Success Contract developed and implemented

1) Parent Contact List – Document phone calls home.
2) Teachers/Student conference
3) Teachers/Parent/Student Conference
4) Student Success Contract developed and implemented

1) Parent Contact List – Document tardies/attendance problems and low academic progress with individual students. Phone calls home should also be documented here.
2) APEX Referral Form – Document student’s major and minor behavior incidents as needed.
3) Teacher/Student Conference
4) Teacher/Parent/Student conference as needed
In-School Suspension
APEX Academy will not be authorizing and/or implementing in-school suspension. Our commitment is to always to have APEX students, who are having a disciplinary issue, to staying at the school site. By being at the school site our counseling team and other adults assigned by the courts and/or social services will work at that the school site with APEX, can begin and/or continue to understanding the social-emotional pressures of our most vulnerable students, who also at times, are the students with disciplinary issues.

Grounds for Suspension and Expulsion
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

a) While on school grounds
b) While going to or coming from school
c) During the lunch period, whether on or off the school campus
d) During, going to, or coming from a school-sponsored activity

Suspension
APEX Academy’s commitment is to always have APEX students, who are having a disciplinary issue, stay at the school site. By being at the school site our counseling team and outside specialist, that work at that the school site with APEX, can begin and/or continue to understanding the social-emotional pressures of our most vulnerable students, who also at times, are the students with disciplinary issues. That being said, the following offenses fall under non-disccretionary suspension and will result in a student suspension.

Offenses for which students must be suspended
1) Possessing, selling or furnishing a firearm. E.C. 48915(c)(1); 488900(b)
2) Brandishing a knife at another person. E.C. 48915(c)(2); 488900(a)(1); 488900(b)
3) Unlawfully selling a controlled substance. E.C. 48915(c)(3); 488900(c)
4) Committing or attempting to a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 488900(n)
5) Possession of an explosive. E.C. 48915(c)(5); 488900(b)

Offenses for which a student may be suspended
1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

Students will receive a mandatory recommendation for expulsion for any of the following reasons:
• Possessing, selling, or otherwise furnishing a firearm.
• Brandishing a knife at another person.
• Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
• Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
• Possession of an explosive

Expulsion

Offenses for which students must be recommended for expulsion

1) Possessing, selling or furnishing a firearm. E.C. 48915(c)(1); 488900(b)
2) Brandishing a knife at another person. E.C. 48915(c)(2); 488900(a)(1); 488900(b)
3) Unlawfully selling a controlled substance. E.C. 48915(c)(3); 488900(c)
4) Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]) E.C. 48915(c)(4); 488900(n)
5) Possession of an explosive. E.C. 48915(c)(5); 488900(b)

Offenses for which students may be recommended for expulsion

1) Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 488900(a)(1); maybe also 488900(a)(2)
2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 488900(b)
3) Unlawful possession of any controlled substance (except for the first time offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). E.C. 48915(a)(3); 488900(c)
4) Robbery or extortion E.C. 48915(a)(4); 488900(e)
5) Assault or battery upon any school employee. E.C. 48915(a)(5); 488900(a)(1); and 488900(a)(2)

Out-of-School Suspension Procedures

Suspensions shall be initiated according to the following procedures:
1) Conference
Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2) **Notice to Parents/Guardians**
At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. Student/family can appeal the suspension to the APEX Academy Co-Director(s).

3) **Suspension Time Limits/Recommendation for Placement/Expulsion**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension within an academic school year.

4) **Suspension Appeal**
If the parent wants to appeal the suspension, the parent submits an appeal to the Co- Director(s). The decision of the Co-Director(s) will be final.

**Suspension Pending Expulsion Hearing**
Upon a recommendation of Placement/Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

**Special Education Students**
In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, APEX Academy will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973

**Academic/Social-Emotional Support Continue for Suspended Students**
APEX Academy will continue to provide academic/social-emotional support for suspended students and their families, post-suspension, to facilitate continued access to education. APEX Academy’s curriculum is online through DiplomaPlus.net. A suspended student will continue to work on their individualized academic plan with his/her instructors via online support including but not limited to: sharing and real time editing through Google Docs, Skype, etc. APEX Academy will also make every attempt to continue with and/or develop a social-emotional support plan. If counseling was already happening it will continue, but off site.

**Expulsion Procedures**
A student may be expelled upon the recommendation of the school’s Principal and following a hearing before one and/or two of the Co-Directors. The Co-Director(s) issues a decision about the expulsion of any student found to have committed an expellable offense. A student may appeal their expulsion in writing within 15 days of the panel’s decision.
The Co-Director(s) will investigate and gather evidence from witnesses when there is reasonable suspicion of a violation. Except for expulsions for offenses listed under Education Code Section 48915(c), the Co-Director(s) may only expel a student upon the findings that the student committed the expellable offense and at least one of the following may be substantiated:

1.) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2.) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The expulsion hearing shall be held in a closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

**Due Process - Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Pupil has committed an expellable offense.

The Co-Director(s) hears the case, and makes a decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. All reasonable accommodations and language support will be made for all families to ensure a clear understanding of the expulsion procedures. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

**Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**
The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness“ use prior to and during breaks in testimony.
3. At the discretion of Co-Director(s) conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. Co-Director(s) conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. Co-Director(s) conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness” presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
A recommendation by the Administrative Expulsion Panel to expel must be supported by evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom Co-Director(s) or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

**Written Notice to Expel**

The Principal or designee following a decision of the Co-Director(s) to expel shall send written notice of the decision to expel, including the Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.
3. Notice of any appeal options. All reasonable accommodations and language support will be made for all families to ensure a clear understanding of the expulsion appeal options.
4. Information about alternative placement options If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion.

Charter School shall also submit an expulsion packet to Charter Schools Division immediately or as soon as practically possible, containing:
- pupils last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion – student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it
convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Right to Appeal
If a pupil is expelled, the pupil and/or the pupil’s parent or guardian may, within 15 calendar days following the decision of the Co-Director(s) to expel, file a written appeal, requesting that the PazLo Education Foundation Governing Board consider to support or overturn decision.

If appealed, PazLo Education Foundation Governing Board conducts and presides over the expulsion appeal, inclusive of any new evidence. The PazLo Education Foundation Governing Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The PazLo Education Foundation Governing Board I shall render a decision within three (3) schooldays of the appeals hearing. The decision of the PazLo Education Foundation Governing Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Co-Director(s) votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Co-Director(s) within the prescribed time may not subsequently appeal a decision of the Co-Director(s) to revoke probation and impose the original order of expulsion.

Academic/Social-Emotional Support for Expelled Students
APEX Academy will continue to provide academic/social-emotional support for expelled students and their families, post-expulsion, to facilitate continued access to education until the student is enrolled in an accredited school. APEX Academy’s curriculum is online through DiplomaPlus.net. An expelled student will continue to work on their individualized academic plan with his/her instructors via online support including but not limited to: sharing and real time editing through Google Docs, Skype, etc. APEX Academy will also make every attempt to continue with and/or develop a social-emotional support plan. If counseling was already happening it will continue, but off site.

Rehabilitation Plan
APEX Academy is committed to re-enrolling and re-habilitating any expelled student as soon as the student can be safely and legally be re-enrolled. Academic and socio-emotional supports will be put in place to ensure student has greater chances to succeed academically and socially.
Element 11 – Employee Retirement Systems

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

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

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

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

Certificated Staff Members
Certificated Employees, Teachers, and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers’ Retirement System (CalSTRS). The rights and obligations under this system that apply to the teachers at non-charter schools within the District, shall apply to the eligible teachers at APEX Academy. APEX Academy will make contributions to these accounts at the appropriate rate. The HR/Operations Manager will forward all required data to the Los Angeles Counted Office of Education to facilitate their reporting on our behalf to STRS pursuant to Education Code § 47611.3. Additionally, certificated personnel have the option to contribute voluntarily from their salary to a 403(b) retirement account.

Classified Staff Members
For non-certificated, full-time employees, APEX Academy does not participate or contribute to Cal-PERS; employees will participate in the federal Social Security program. Non-certificated, full-time employees have the option to voluntarily contribute to a 403(b) retirement account with matching contributions of up to 3%, by APEX Academy.

Other Staff Members
For other employees, APEX Academy does not participate or contribute to Cal-PERS; employees will participate in the federal Social Security program.
Element 12 – Public School Attendance Alternatives

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

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

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

Upon enrollment, the parent/guardian of each student enrolled in the charter school shall be informed that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.
Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

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

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

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

   Director/Principal
   APEX Academy
   1309 N. Wilton Place, 3rd floor
   Los Angeles, CA 90028

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

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

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

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

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

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

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:
1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

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

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

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

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

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

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

**FACILITIES**

**District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).
The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

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

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

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

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

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

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

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

### Non-District-Owned Facilities

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

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

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

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

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

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

The following insurance policies are required:

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

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

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

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

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

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

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

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

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

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

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

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

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

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

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

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

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

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

**Internal Fiscal Controls**
Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

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

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
Academic Performance Excellence Academy (also referred to herein as “APEX Academy” and “Charter School”) shall:

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

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

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

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

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

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

**HIGH SCHOOL EXIT EXAMINATION**

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

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

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

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

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

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

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

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

- **Statewide Assessment Data**
  
  The standard file including District ID.

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

- **CBEDS**

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

- **Dropout**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- **Monthly SESAC and Suspension data**

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

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

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

**STANDARDIZED TESTING**

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

**Element 4 – Governance**

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

**GENERAL PROVISIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

**Element 6 – Health and Safety Procedures**

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

**HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.
Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

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

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

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

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**
Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

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

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

**Element 8 – Admission Requirements**

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)
DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.
The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

k. Provisional Budget – Spring prior to operating fiscal year
l. Final Budget – July of the budget fiscal year
m. First Interim Projections – November of operating fiscal year
n. Second Interim Projections – February of operating fiscal year
o. Unaudited Actuals – July following the end of the fiscal year
p. Audited Actuals – December 15 following the end of the fiscal year
q. Classification Report – monthly according to Charter School’s Calendar of Reports
r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

**Element 10 – Suspension and Expulsion Procedures**

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

**GENERAL PROVISIONS**

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

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

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

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

**Element 12 – Public School Attendance Alternatives**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

(Ed. Code § 47605(b)(5)(L).)

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

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

**Element 13 – Rights of District Employees**

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

(Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**Element 14 – Mandatory Dispute Resolution**

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

(Ed. Code § 47605(b)(5)(N).)

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

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

**Element 15 – Charter School Closure Procedures**
REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

**Notification of Closure Action**

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

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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

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

13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

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

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

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

5. The effective date of the closure of Charter School

6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students’ school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

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

Notification of employees and vendors shall include:

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

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

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

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

11. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

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

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

15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

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

Financial Close-Out

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

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

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

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

**Disposition of Liabilities and Assets**

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

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

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

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

Additional Provisions

FACILITIES

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

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

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**
  1. **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  2. **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

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

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

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

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

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

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

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $500,000 per occurrence and $500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

11. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

13. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

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

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

Fiscal Matters

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

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.
**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

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

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

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

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

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

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

**Internal Fiscal Controls**
Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

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

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)