ACADEMIC PERFORMANCE EXCELLENCE ACADEMY
(APEX ACADEMY)

1309 N. Wilton Place 3rd Floor, Los Angeles, CA 90028

INDEPENDENT CHARTER PETITION

FOR TERM

JULY 1, 2012 – JUNE 30, 2017

PRESENTED TO THE

LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
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The address of the Charter School is 1309 N. Wilton Place 3rd Floor, Los Angeles, CA 90028.
The number of rooms at APEX Academy is 21.
The phone number of the Charter School is (323) 817-6550.
The contact person for the Charter School is Cesar Lopez/Alfonso Paz.
The term of this charter shall be from July 1, 2012 to June 30, 2017.
The grade configuration is 7th grade-12th grade.
The number of students in the first year will be 350 students (450 at capacity)
The grade level(s) of the students the first year will be 9th grade-12th grade (7th – 12th after year 2).

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ind. Charter Year 1</td>
<td></td>
<td></td>
<td></td>
<td>110</td>
<td>90</td>
<td>75</td>
<td>75</td>
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<tr>
<td>2012-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>350</td>
</tr>
<tr>
<td>Ind. Charter Year 2 @</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>450</td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind. Charter Year 3</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>450</td>
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<tr>
<td>2014-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind. Charter Year 4</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
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<td>450</td>
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<tr>
<td>2015-16</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind. Charter Year 5</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>450</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The scheduled opening date of the Charter School is August 13, 2012.
The admission requirements include: subject to minimum and maximum age 14-21 years.
The Charter School shall admit all students (traveling or otherwise) who wish to attend up to its capacity.
The operational capacity will be 450 at capacity.
The bell schedule for the Charter School will be:

<table>
<thead>
<tr>
<th>Period Day A / Day B</th>
<th>Begin</th>
<th>End</th>
<th>Period Minutes</th>
<th>Passing Minutes</th>
<th>Total Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>60</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:05 AM</td>
<td>10:05 AM</td>
<td>60</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:10 AM</td>
<td>11:10 AM</td>
<td>60</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:15 AM</td>
<td>12:15 PM</td>
<td>80</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 PM</td>
<td>12:45 PM</td>
<td>30</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Period 5(MWF) Per 7(TTh)</td>
<td>12:50 PM</td>
<td>2:00 PM</td>
<td>70</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Period 6(MWF) Per 8(TTh)</td>
<td>2:05 PM</td>
<td>3:15 PM</td>
<td>70</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>380</td>
<td>25</td>
<td>405</td>
<td>377</td>
<td></td>
</tr>
</tbody>
</table>

The instructional calendar will be:
| Academic Performance Excellence Academy – Charter Petition April, 2012 |
APEX Academy, an innovative small high school within the LAUSD, opened its door to the East Hollywood community in the Fall of 2008 concurrently with the rest of the Helen Bernstein Complex of schools. The school currently occupies approximately half of the 3rd and 4th floors inside the main academic building. The school was the brain child of retired LAUSD Local District 4 Superintendent Richard Alonzo, and the result of the awarding of a Bill and Melinda Gates Foundation Grant to introduce the LAUSD to a proven Performance-Based model of reform through the Boston based Diploma Plus Inc. Under the administration and with the support of LAUSD Superintendent David Brewer, LD4 Superintendent Richard Alonzo, and Assistant Superintendent of Instruction Dr. Shelley Weston, the LAUSD signed a Memorandum of Understanding (MOU) with Diploma Plus, committing to supporting the development of the performance-based model at APEX Academy.

In its short history, APEX Academy has been granted the maximum initial accreditation term of three years from the Western Association of Schools and Colleges (WASC) (Appendix A), and we look forward to our full initial self-study accreditation in 2013; has met all AYP goals within all subgroups; has effectively implemented an all A-G programming system for all students; and has engaged and graduated students previously disconnected from school (as evidenced by the fact that between 70-90% of students were FBB the year prior to enrollment and had attendance rates as low as 20%).

Hollywood has a total population of 222,695 with approximately 10,138 fifteen to nineteen year-olds (2005 estimate census data). The community is ethnically diverse. 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 (Fogg, N. & Harrington, P. 2004. One Out Of Five: A report on Out of School & out of Work Youth in Los Angeles and Long Beach, Center for Labor market Studies. Boston: Northeastern University).

As an independent charter school, APEX Academy will have the autonomy and flexibility to expand grade levels and fully implement and sustain the performance-based model of instruction it has developed in partnership with Diploma Plus. It is imperative that the statistics stated above be stopped and we believe that APEX Academy has become a forceful part of the solution. 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.

The school has been greatly affected by the ongoing economic crisis, as seen in the graph below, particularly in terms of the retaining of a consistent instructional staff, as every year of its existence a significant percentage of the staff has been new to the school, due to reduction in force or displacement. Yet student achievement data shows gradual and steady progress by all students. It is our goal to continue and accelerate this progress by acquiring autonomies that will allow for the stabilizing of our instructional staff, develop instructional program consistency, and institute structures that support our research based practices.
### School Data Summary

<table>
<thead>
<tr>
<th></th>
<th>2008-2009 School Year</th>
<th>2009-2010 School Year</th>
<th>2010-2011 School Year</th>
<th>2011-2012 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>AYP</td>
<td>NA</td>
<td>AYP Not Met</td>
<td>AYP Met</td>
<td>AYP</td>
</tr>
<tr>
<td>API - Met</td>
<td>543</td>
<td>API - Not Met</td>
<td>499</td>
<td>API</td>
</tr>
<tr>
<td>New Instructional staff</td>
<td>100%</td>
<td>New Instructional staff</td>
<td>60%</td>
<td>New Instructional staff</td>
</tr>
<tr>
<td>CAHSEE Passing rate</td>
<td>31%</td>
<td>CAHSEE Passing rate</td>
<td>38%</td>
<td>CAHSEE Passing rate</td>
</tr>
<tr>
<td>AYP ELA Prof</td>
<td>AYP ELA Prof</td>
<td>AYP ELA Prof</td>
<td>30%</td>
<td>AYP ELA Prof</td>
</tr>
<tr>
<td>AYP Math Prof</td>
<td>AYP Math Prof</td>
<td>AYP Math Prof</td>
<td>24%</td>
<td>AYP Math Prof</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>Overall 92.40%</td>
<td>Overall 89.20%</td>
<td>Overall 90.50%</td>
<td>Overall (to date) 95.10%</td>
</tr>
</tbody>
</table>

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. The majority of these students do not even make it to high school. Of the ones that do, many drop out before the 10th grade, let alone graduate and get into a four-year university, as APEX students have done. Our last academic year showed much progress, as all student groups met their AYP/API targets. Meeting all AYP/API targets is a great accomplishment for APEX Academy, especially when the only other 4 schools in the LAUSD meeting them (Daniel Pearl Magnet, Orthopedic Magnet, Harbor Teacher Prep, and King-Drew Magnet), do not target the same at-risk students targeted by APEX Academy.

**AFFIRMATIONS AND ASSURANCES:**

APEX Academy shall:
- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school, the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within
30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Element 1 – The Educational Program

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

APEX Academy’s current student body composition

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Gifted and talented</th>
<th>Students with disabilities</th>
<th>English learners</th>
<th>Reclassified fluent</th>
<th>English proficient</th>
<th>White</th>
<th>Students entering and leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>10%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td>55%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>93%</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
<td>32%</td>
<td></td>
</tr>
</tbody>
</table>

Students the school proposes to serve

The target student population for APEX Academy includes the students currently attending APEX Academy in grades 9-12, those 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 under-represented in colleges and universities. 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 socio-emotional 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 performance-based school that has a rigorous curriculum, effective instructional practices, social/emotional support and a programming model that re-engages students because it’s based on each student’s individual academic needs, whether that is intervention or enrichment. APEX’s instructional performance-based program is based on Robert Marzano’s Classroom Assessment and Grading that Work (2006).

Enrollment typically comes from the traditional attendance area neighborhoods and feeder middle schools (i.e. Joseph Le Conte, Hubert Howe Bancroft, and Thomas Starr King Middle Schools). Our mission is to increase school engagement and 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. Our first graduating class, the class of 2011, is reflective of our mission to increase college opportunities for our students. The class of 2011 had 85.7% of the students receiving their high school diplomas, with 57.1% of these students admitted and attending colleges throughout Southern California (University of California Riverside, California State University of Los Angeles, California State University of Northridge, California State University of Channel Islands, Los
Demographic data of the target population

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Bernstein HS</td>
<td>1271</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>620</td>
<td>1</td>
<td>1</td>
<td>72</td>
<td>12</td>
<td>33</td>
<td>Latino 82</td>
<td>White 7</td>
<td>Filipino 5</td>
<td></td>
</tr>
<tr>
<td>John Marshall HS</td>
<td>3422</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>697</td>
<td>3</td>
<td>3</td>
<td>59</td>
<td>10</td>
<td>17</td>
<td>Latino 66</td>
<td>Filipino 11</td>
<td>Asian 10</td>
<td></td>
</tr>
<tr>
<td>Hollywood HS</td>
<td>1701</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>739</td>
<td>5</td>
<td>8</td>
<td>69</td>
<td>9</td>
<td>19</td>
<td>Latino 70</td>
<td>White 10</td>
<td>Filipino 4</td>
<td></td>
</tr>
<tr>
<td>Joseph LeConte MS</td>
<td>1105</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>733</td>
<td>3</td>
<td>5</td>
<td>77</td>
<td>13</td>
<td>26</td>
<td>Latino 78</td>
<td>White 12</td>
<td>Filipino 10</td>
<td></td>
</tr>
<tr>
<td>King MS</td>
<td>1505</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>777</td>
<td>4</td>
<td>5</td>
<td>100</td>
<td>11</td>
<td>17</td>
<td>Latino 66</td>
<td>White 12</td>
<td>Filipino 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camino Nuevo Charter HS</td>
<td>442</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>783</td>
<td>8</td>
<td>98</td>
<td>8</td>
<td>13</td>
<td>Latino 97</td>
<td>White 1</td>
<td>Filipino 1</td>
<td></td>
</tr>
<tr>
<td>Magnolia Science Charter</td>
<td>499</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>807</td>
<td>2</td>
<td>80</td>
<td>9</td>
<td>11</td>
<td>Latino 71</td>
<td>White 18</td>
<td>Filipino 6</td>
<td></td>
</tr>
</tbody>
</table>
Mission
It is the mission of APEX Academy to graduate students with a diploma that prepares them for the academic rigors of four-year universities so that they may meet the demands of 21st Century careers. Our students will experience an individualized, empowering education in a supportive learning environment that will promote service and leadership in the school community and beyond.

Vision
Students at APEX Academy will receive a rigorous education that will prepare them for post-secondary academic and career goals. Students will be civic-minded participants in the APEX Academy community and graduate college-prepared and career ready, applying the skills and knowledge they have gained during their time at APEX. APEX Academy will enable pupils to become self-motivated, competent, lifelong learners by empowering students with clear expectations and positive social/emotional support. We will design and implement systems to help our students develop resiliency. Our vision is to address the individual learning and social/emotional needs for each student with an academic and post-secondary plan designed uniquely for him or her.

APEX Academy’s Expected School Wide Learning Results (ESLRs)
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.

• Students will be ready for a variety of post-secondary education opportunities and will be actively and consistently counseled to be 4 year college eligible upon graduation.
• Students will know the relationship between work and academic life by being exposed to relevant academic experiences through the implementation of The Diploma Plus Future Focus pathway to success.
• Students will be able to utilize technology which encourages students to be productive, innovative and enterprising in today’s global society. The learning of technology will allow students maximum flexibility and adaptability in their future employment and other aspects of life.

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

• Students will be guided to create their individualized graduation and personal growth plan, along with the development of a reflective portfolio as students progress from one academic phase to the next until graduation.
• Students will experience education as an individualized, empowering, non-punitive process. They will be given multiple opportunities for academic achievement, career planning and personal/social development.

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.

• Students will experience a multicultural education which is designed to develop citizens in a democratic society by considering the needs of all students and valuing the contributions of all, inclusive of race, ethnicity, culture, language, religion, gender, sexual orientation and abilities/disabilities.
• Students will participate in developing conflict resolution strategies and inter-personal skills in order to embrace their civic rights and responsibilities.
• Students will be given ample opportunities to take on roles of service and leadership within the school and the greater community.
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.

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, CA content 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 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 (Marzano, R. 2006 pg. 17-20). APEX Academy, with the help of Diploma Plus, has for the last four years followed Marzano’s recommendations and developed a set of CA content standards-based competencies (Appendix B) along with assessment rubrics based on Bloom’s Taxonomy (Appendix C) 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 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 gradually implemented an Annual Developmental Portfolio (ADP) for all students (Appendix D), that includes specific classroom work assessed through progressive rubrics (Appendix C). 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.

**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 8 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 four 60 minute periods and two 70 minute blocks of instruction within an A/B block rotation schedule, allowing for a total of 8 periods. The student will attend periods 1 through 4 everyday, periods 5-6 on day A and periods 7-8 on day B. If the student is an English learner, he/she will be double dosed in English, thus attending 95-minute block of English daily. Also, all math classes will meet daily in 95-minute blocks of math. The student will know the importance of the time dedicated to specific content.

The school day begins at 8 AM every day; dismissal is 3:15PM every day. 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.

Learning is dynamic and rigorous, given that our typical student has the chance to complete up to 80 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. Another junior or senior may be walking to the Hollywood Social Security Administration office, with whom we partner with, for real-world experiences internships.

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.

**Athletics**

Over the last four years APEX Academy students have had access to participate in all athletic teams within
the Helen Bernstein HS Complex. Athletics has played an essential part of APEX student retention and student academic motivation. APEX Academy would like to continue our current arrangement with the Helen Bernstein HS Complex to provide access to the athletic program within the complex, subject to the approval of the CIF Los Angeles City Section. As a conversion charter school, already located in the Helen Bernstein Complex, it is our goal to maintain already established athletic relationships in place.

**Middle School Subject Delineation by Grade**

Our middle school program is based on an eight period day and is aligned with the California content standard. For the last four years 70%-90% of incoming freshman at APEX Academy have performed Far Below Basic on the CA STAR assessments the previous year. Therefore, one of the fundamental components within our Middle School programming model will be a double-dose of math and English courses. The goal is to “patch academic holes” prior to high school by focusing on the fundamentals during middle school, consequently the achievement gap of our at-risk youth will be dramatically reduced and ultimately eliminated. We will offer four core subjects (with double-dosing in math and English for those students needing interventions), physical education, an elective and advisory. Each course is worth five credits unless otherwise stated. Students must achieve a grade of a “C” or better in order to obtain credit for the course.

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL CURRICULUM / COURSE MAP</th>
</tr>
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<tbody>
<tr>
<td>---------</td>
</tr>
<tr>
<td>7th Grade</td>
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<tr>
<td>8th Grade</td>
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</table>

**High School Subject Delineation by Grade**

Our high school program is based on an eight period day and is aligned with the California content standards and the UC/CSU A-G requirements. Our eight period days gives each student four extra classes (20 credits) at the end of an academic school year. These extra classes are used for either intervention or enrichment, thus keeping students on track for graduation and being college ready. Upon graduation, APEX Academy students will have met or exceeded the A-G requirements for admission to a University of California or California State University. Each course is worth five credits unless otherwise stated. Students must achieve a grade of a “C” or better in order to obtain credit for the course. APEX Academy’s graduation requirements will mirror the current LAUSD requirements in terms of the number of credits (230) required.
Graduation Requirements/High School Course
APEX Academy will continue to implement a promotion and graduation structure that follows the current LAUSD graduation structure. All students must earn a minimum of 230 credits and pass the CAHSEE to graduate with 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 with the UC/CSU honors policy. Grade promotion will be determined by credits earned and proficiency of grade level English courses as follows:

Grade 9 to Grade 10 - 60 credits
Grade 10 to Grade 11 - 120 credits
Grade 11 to Grade 12 - 180 credits
Graduation = 230 credits.

Due to the APEX 8-period semester, it is possible that students will graduate with 40 to 60 additional credits. In order to satisfy graduation requirements and A-G requirements students must take the following coursework:

| Academic Performance Excellence Academy – Charter Petition April, 2012 | 15 |
### APEX Academy Graduation Requirements

<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>4 Years: Approved College Prep English Courses</td>
</tr>
<tr>
<td>Mathematics (&quot;C&quot; Requirement)</td>
<td>20 Credits College Prep Math Required (2 Years): Algebra 1AB &amp; Geometry AB. Recommended 2 additional years of College Prep Math: Algebra 2AB, Trigonometry, Math Analysis, Calculus AB (AP)</td>
<td>3 Years: Algebra 1AB, Algebra 2AB, Geometry. More Recommended.</td>
</tr>
<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 (&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>75 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>Health</td>
<td>5 Credits Required (1 semester)</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; Computer Literacy</td>
<td>No Requirement</td>
</tr>
<tr>
<td>Total Credits to Graduate</td>
<td>230 Credits Required</td>
<td>No Requirement</td>
</tr>
<tr>
<td>Assessments</td>
<td>California High School Exit Exam (CAHSEE)</td>
<td>SAT or ACT</td>
</tr>
</tbody>
</table>
Instructional Program and Methodology

Introduction
For the 2012-2013 academic school year APEX Academy will offer high school coursework in grades 9-12. Then, for the 2013-2014 academic school-year APEX Academy will expand its program to include middle school coursework in grades 7-12. APEX Academy’s instructional frameworks and core curriculum is aligned to the California Content Standards and is based on the UC/CSU A-G requirements, which is also the 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. Already, at APEX Academy, 30 percent of students are on track to complete their A-G college admissions requirements, compared to the District-wide average of 27 percent of students meeting the requirements with a “C” or better (LAUSD School Report Card for 2010-2011; LAUSD MyData Database).

Students and parents are informed during each of their Individualize Graduation Plan (IGP) meetings on how each course taken meets graduation and college entrance requirements. Counselors maintain up to date A-G course completion using the APEX Academy Student Guidance/Counseling Worksheet.
# APEX ACADEMY
Student Counseling/Guidance Worksheet

<table>
<thead>
<tr>
<th>Social Science Complete (&quot;A&quot;)</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>World History B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>U.S. History A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>U.S. History B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Complete (&quot;B&quot;)</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9A or ESL 3</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>English 9 B or ESL 4</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>English 10 A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>English 10B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>American Literature</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Expository Composition</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>English Elective</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Complete (&quot;C&quot;)</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Algebra 1B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Geometry A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Geometry B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Algebra 2A</td>
<td>5</td>
<td>5</td>
<td></td>
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<tr>
<td>Algebra 2B</td>
<td>5</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Science Complete (&quot;D&quot;)</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Biology B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Chemistry A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Chemistry B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foreign Language Complete (&quot;E&quot;)</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 1A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Spanish 1B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>5</td>
<td>5</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Visual/Perf Arts Complete (&quot;F&quot;)</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual/Perf Arts Complete</td>
<td>5</td>
<td>5</td>
<td></td>
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</tbody>
</table>

**Electives 70 Credits Complete () "G"**

<table>
<thead>
<tr>
<th>UC &amp; CSU Advance Courses in math, art, english, lab science, foreign language, or social science</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Success Sem. A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Foundation Success Sem. B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Presentation Success Sem. A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Presentation Success Sem. B</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Plus Success Sem. A</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Plus Success Sem. B</td>
<td>5</td>
<td>5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>College Course Complete ()</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Applied Technology Complete ()</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
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<td></td>
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<td>5</td>
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<thead>
<tr>
<th>Physical Education Complete ()</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PE 1A</td>
<td>5</td>
<td>5</td>
<td></td>
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<tr>
<td>PE 1B</td>
<td>5</td>
<td>5</td>
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<tr>
<td>PE 2A</td>
<td>5</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Health Complete ()</th>
<th>Date</th>
<th>Grade</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Health</td>
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</table>

*CREDIT COUNSELING SESSION: A minimum of 230 total credits needed to graduate*

<table>
<thead>
<tr>
<th>CAHSEE LANG ARTS</th>
<th>Date</th>
<th>Score</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>CAHSEE MATH</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Computer Literacy</td>
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<tr>
<td>Community Action Plan</td>
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<td></td>
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<tr>
<td>Fitnessgram</td>
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<table>
<thead>
<tr>
<th>FOUNDATION Phase Portfolio (ADP)</th>
<th>Date</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>PRESENTATION Phase Portfolio (ADP)</td>
<td></td>
<td></td>
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<tr>
<td>PLUS Phase Portfolio (ADP)</td>
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</table>
Course descriptions will be modeled on the LAUSD required courses currently taught at APEX Academy and currently approved by the UC/CSU system. APEX Academy’s graduation requirements will mirror the current LAUSD requirements in terms of the number of credits (230) required. The APEX Academy master course map is used to program students from middle school, grades 7th and 8th, through high school to ensure programmatic continuity.

Our goal to expand APEX Academy into the 7th and 8th grades for the 2013-2014 school year will enable us to hold students, two years before they enter high school, accountable for fulfilling academic goals aligned with the CA Content standards and the UC/CSU A-G requirements. This reaching back into middle school with an understanding of the current challenges our students face in high school will help provide a foundation of success for each middle school student as they enter high school. For the last four years 70%-90% of incoming freshman at APEX Academy have performed Far Below Basic on the CA STAR assessments the year prior to enrollment at APEX Academy. This statistic hinders academic progress from day one upon the start of high school. One of the fundamental components within our Middle School programming model will be a double-dose of math and English courses. The goal is to “patch academic holes” prior to high school by focusing on the fundamentals during middle school, consequently the achievement gap of our at-risk youth will be dramatically reduced and ultimately eliminated. By expanding into the middle school grades we will address a common challenge of articulation for transitioning middle school students into an all A-G coursework high school program

NCLB/Core Academic Coursework
Students will be required to demonstrate mastery of standards in four core academic subject areas: English Language Arts, history/social sciences, mathematics, and biological/physical sciences. Instructional staff in the core content as defined above will be Highly Qualified in compliance with federal (NCLB) and state legislation.

Performance-Based Instruction
As stated earlier the development of our instructional model and our commitment to adhere to Marzano’s prescription to develop formative classroom assessments, led us to the unpacking of the CA content standards and to the specific set of competencies and skills students need to use to demonstrate proficiency in the CA content standards.

Clear skills, dimensions and competencies 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 core content areas. The skills, dimensions and competencies are evolving as targeted and individualized intervention and enrichment plans are developed for our students. Below are samples of the English skills, dimensions, and competencies that have been identified and used in the development of classroom assessment 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.

For the full list of CA content standards and the accompanying skills, dimensions and competencies see (Appendix: B).

The APEX Academy **Assessment Rubrics** developed to support the acquisition of proficiency in the CA content standards complements the unpacking of the CA content standards. APEX’s goal is to develop assessment that is relevant, meaningful and provides feedback that students can take and improve upon. 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 3 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.

The framework for the rubrics is based on a revised version of Bloom’s Taxonomy (Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. New York: Longman). In the 1950’s, Benjamin Bloom created *The Taxonomy of Educational Objectives* (2nd Ed. 1984. Boston: Addison Wesley Publishing) as a means of expressing qualitatively different kinds of thinking. As shown in the table below, the revised Bloom’s Taxonomy identifies and classifies different levels of thinking about a concept or skill from “Remembering” through “Creating and Evaluating”. The rubrics for the skills, dimensions and competencies are based on these different stages. For example, the rubrics describe a student that demonstrates an “emerging” level of work as showing an ability to choose, describe or label while using the targeted Competency, while a student at the Advanced level is able to compose, hypothesize, or synthesize while using the same Competency.
At APEX Academy, classroom formative assessment is graded using rubrics. This means that a teacher finds or develops assessments that allow students to demonstrate their ability in the relevant CA content Standards by applying at least one content standard and one skill/dimension/competency. Once you have assessments that encourage students to use the given skill/dimension/competencies, students receive the associated rubrics they will be expected to demonstrate. This is vital, since students need to have the opportunity to craft their responses to the assignment based on the CA content standard, skills, and rubrics they are grading them on.

For a more comprehensive look at developed assessment rubrics within the CA core content areas see (Appendix C).

To further bring the demonstration of student learning and growth, APEX Academy’s instructional staff and Diploma Plus have been gradually implementing our 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”, and every APEX staff concurs with that assertion. 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 classroom and school assessment and portfolio research provide solid ground as we continue to sharpen our Annual Developmental Portfolio System.

Our ADP implementation has evolved from about 200 students presenting and compiling an ADP on our first year, to over 300 students presenting before a panel during the last academic school year. “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), and at APEX this has taken on the form of our portfolio system. For further details on the specifics of our ADP system see (Appendix: D).

Success Seminar-High School/ Advisory-Middle School
A major component of APEX’s instructional program is a course developed over the last four years to
ensure students have an additional dedicated adult aware of the overall academic and personal growth of every student. We have termed this course, Success Seminar, and students are enrolled every semester throughout their school career at APEX Academy. 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 for academic success in school. In addition, Success Seminar provides the instructional and planning space for every student to develop and get one-on-one assistance with the Annual Developmental Portfolio. APEX staff has developed an evolving framework for this course inclusive of life skills, communication skills, planning skills, and portfolio development.

Specific to our Success Seminar, APEX staff has developed 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 of our student body. For a full list of skills and framework of the course see Appendix: E.

**Curriculum, Textbooks, and Course Descriptions**
As a current LAUSD school APEX Academy will continue to adopt textbook and instructional materials presently recommended and adopted by the LAUSD and compliant with the Williams legislation. For a compressive list of textbooks and instructional materials see Appendix F.

High School Mathematics- Course Descriptions

Algebra 1
Textbook: Algebra Connections; CPM Educational Program
The purpose of this course is to serve as the vehicle by which students make the transition from arithmetic to symbolic mathematical reasoning. It is an opportunity for students to extend and practice logical reasoning in the context of understanding, writing, solving, and graphing problems involving linear and quadratic equations (including systems of two linear equations in two unknowns).

In this course, students are expected to demonstrate their ability to extend specific problems and conditions to general assertions about mathematical situations. Additionally, they are expected to justify steps in an algebraic procedure and check algebraic arguments for validity.

This course is a formal development of the algebraic skills and concepts necessary for students who will take a Geometry course and other advanced college-preparatory courses. This course will meet the Algebra requirement for graduation.

This course teaches the tools of algebra: order of operations; adding, subtracting, multiplying and dividing integers; functions and their graphs; linking graphs and tables; inequalities; algebraic concepts and simple equations; inequalities; graphing and writing linear equations; quadratic equations; exponents; right triangles and radical expressions; polynomials; rational expressions and functions. This class meets all required state standards.

Geometry
Textbook: Holt California Geometry; Holt, Rinehart and Winston
This course will formally develop the geometric concepts and skills needed for students who will take Algebra 2 and other advanced college-preparatory Mathematics courses.
In this course, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.
Students will learn the concepts of triangle congruence and similarity, then progress to study the properties of quadrilaterals, then the study of the Pythagorean Theorem, specifically its proof. Students will study special right triangles and trigonometric ratios, then progress to a study of area, volume and surface area and investigate how changes in dimension affect perimeter, area and volume. Students study the properties of circles and their relationships with lines and polygons. This course meets all required state standards.

Algebra II
Textbook: Algebra 2 with Trigonometry, Classic Edition; Pearson/Prentice Hall
This course is designed for students who have already mastered Algebra I. In this course, students will learn to: solve equations and inequalities involving absolute value; solve systems of linear equations and inequalities in two and three variables; demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically; add, subtract, multiply and divide complex numbers; be adept at operations on polynomials, including long division; factor polynomials
representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes; add, subtract, multiply, divide, reduce and evaluate rational expressions with monomial and polynomial denominators; solve and graph quadratic equations; demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; graph quadratic functions and determine the maxima, minima, and zeros of the function; prove simple laws of logarithms; know the laws of fractional exponents and understand exponential functions; determine the truth of specific algebraic statements involving rational expressions, radical expressions, or logarithmic or exponential functions; derive summation formulae for arithmetic series and for both finite and infinite geometric series; know the binomial theorem and use it to expand binomial expressions; use fundamental counting principles to compute combinations and permutations; use combinations and permutations to compute probabilities. This course meets all required state standards.

**Trigonometry/Mathematical Analysis**


This course will combine trigonometry with mathematical analysis to create a full year of Precalculus. Trigonometry will use the techniques that students have already learned from their algebra and geometry studies. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations, however one of the goals of this course will be to familiarize students with a more algebraic viewpoint towards these functions. For students planning to study calculus, advanced mathematics, engineering, physics and other sciences in college, it is especially important to have an understanding of these functions and be able to prove basic identities regarding these functions.

Mathematic analysis will combine many of the techniques from trigonometry, geometry, and algebra needed to ready students to study calculus and other advanced courses, and strengthen their conceptual understanding of problems and mathematical reasoning in solving problems. There is an emphasis on the functional viewpoint in this course, and the concept of limits is introduced. This course meets all required state standards.

**Advanced Placement Calculus AB**


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.

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**

**English 9AB**

**Textbook: Language of Literature (California Edition), 9; McDougal Littell**

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 1500 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 9AB meets the basic ninth grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

**English 10AB**

*Textbook: Language of Literature (California Edition), 10; McDougal Littell*

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.
write responses to literature and deliver oral responses to literature. English 10AB meets the basic tenth grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

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

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. This course meets one semester of the basic eleventh-grade English requirement for graduation and satisfies a B Requirement of the UC/CSU Subject Area Requirements.

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

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. This course fulfills a B requirement of the UC/CSU Subject Area Requirements and meets one semester of the eleventh-grade English requirement for graduation.

Expository Composition
Textbook: 12th Grade Expository Reading and Writing Course; LAUSD
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. This course fulfills a B requirement of the UC/CSU Subject Area Requirements, as well as one semester of the 12th grade English requirement for graduation.

Great Books
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. Great Books fulfills a B requirement of the UC/CSU Subject Area Requirements, as well as the twelfth grade English elective graduation requirement.

**Mexican American Literature**
The major purpose of this standards-aligned semester elective course is to study selected literature of Mexican American authors. Students will have opportunities to analyze literary contributions of Mexican American Literature and make connections between the philosophical arguments presented in the works and universal themes through oral and written responses to literature. 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. Mexican American Literature 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. Mexican American Literature fulfills a B requirement of the UC/CSU Subject Area Requirements, as well as the twelfth grade English elective graduation requirement.

**Science Fiction Literature**
The major purpose of this standards-aligned semester elective course is to analyze the historical, cultural, and social influences of science fiction text by investigating the stylistic and thematic contributions of science fiction writers of different historical periods to the literary canon. Students will examine the philosophical, political, religious, ethical, and social influences of the historical periods and reflect on their influences on the characters, plots, and settings of science fiction texts. Using written and oral responses to literature, students will also investigate the authors’ use of imagery, language, universal themes, and stylistic devices to develop commentary on life and human nature. 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. Science Fiction Literature 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. Science Fiction Literature fulfills a B requirement of the UC/CSU Subject Area Requirements, as well as the twelfth grade English elective graduation requirement.

Advanced Placement English Literature and Composition
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 use 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
Textbook: Glencoe World History: Modern Times; Glencoe/McGraw-Hill
The purpose of this course is to examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The course begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world. This course meets the graduation requirements and fulfills an A requirement for the UC/CSU Subject Area Requirements

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
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. This course meets the graduation requirements and fulfills an A requirement for the UC/CSU Subject Area Requirements.

Principles of American Democracy
Textbook: Magruder’s American Government (California Edition); Pearson Education/Prentice Hall
The major purpose of this 12th grade course is to analyze United States’ system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local levels. The course will analyze the influence of special interest groups and the role of the media in shaping public opinion. Additional emphasis is placed on the role and the responsibilities of the three branches of government at the national, state, and local levels. This course will summarize landmark court decisions in terms of civil rights and civil liberties and will also study complex contemporary issues that confront national, state, and local governments such as immigration, race, abortion, gender, sexual orientation, and disabilities. The content included in this course should be viewed as the culmination of the civics literacy strand of the California History-Social Science Framework. This course fulfills the basic graduation requirement and an A requirement for the UC/CSU Subject Area Requirements.

Economics
The purpose of this course is to provide a comprehensive study of the basic institutions, concepts, principles, and practices of economics. Instruction covers basic economic concepts that underlie the United States market system and its operations. Instructional units apply these concepts at both the micro and macro levels; promote informed voter and consumer decision making, provide information about major economic theories and prominent economists, and emphasize how economics influence the lives of ordinary citizens. In addition the course investigates the complex political and economics issues confronting national, state, and local governments. Also included is an analysis of the American free enterprise system through a study of comparative economics. Included is instruction on the international dimensions of economics and the “global” economy. Throughout this course, measurement concepts and methods involving tables, charts, graphs, ratios, percentages, and index numbers are introduced to understand the relationship between economic variables, thus adding to their mastery of economic thought and method. This course meets the graduation requirement and UC/CSU Subject Area Requirements.

Advanced Placement American Government and Politics
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.

High School Science – Course Descriptions

Biology AB
Textbook: Biology, CA Edition; McDougal Littell
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. This course also meets the grades 9-12 life science graduation requirement, as well as one year of the laboratory science UC/CSU Subject Area Requirements.

Chemistry AB
This course is a laboratory-based college-preparatory course. Laboratory experiments provide the empirical bases for understanding and confirming concepts. 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. Chemistry AB lays the foundation for further studies in Chemistry, as well as meeting the grades 9-12 physical science graduation requirement, and one year of the UC/CSU Subject Area Requirements for laboratory science.

Physics AB
Textbook: Holt Physics, CA Edition; Holt, Rinehart and Winston
Physics is a laboratory-based college preparatory course. Laboratory experiments provide the empirical basis for understanding and confirming concepts. This course emphasizes study of the basic properties and interactions of matter, force, and energy. In this course, methods used by physicists as they construct a consistent picture of the universe are emphasized. Students learn the principles of physics through laboratory investigations, problem solving, teacher-led demonstrations, lectures, discussions, and individual and group study. Physics AB lays the foundation for further studies in Physics. This course meets the graduation requirement for physical science, as well as fulfilling one year of the D requirement for the UC/CSU Subject Area Requirements.

Marine Biology AB
The major purpose of this course is to study the specific biological adaptations and interrelationships of organisms with the oceans of the world. Ocean resources, biotic factors and cycles, abiotic factors and cycles within the marine biome, and the natural history of marine organisms will be studied. Marine Biology
AB meets the life science graduation requirement, and one year of the D requirement for the UC/CSU Subject Area Requirements.

**High School Electives – Course Descriptions**

**Introduction to Art AB**
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 course meets the Visual/Performing Arts requirement for graduation, and fulfills the F requirement for the UC/CSU Subject Area Requirements.

**Spanish 1AB and 2AB**
**Textbook: Realidades, Level 1 & Realidades, Level 2; Prentice Hall**
The purposes of these courses are to develop a basic proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken; Spain, Mexico, Central and South America, the United States, and others. Each of these courses fulfills one year of the E requirement for the UC/CSU Subject Area Requirements.

**Spanish for Spanish Speakers 1AB**
**Textbook: Nuevas Vistas: Holt Advanced Spanish, Curso Uno; Holt, Rinehart and Winston**
This course is intended to develop increased proficiency in communicating orally and in writing in Spanish according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others. It is equivalent to Spanish 1AB and 2AB for non-heritage speakers. This course fulfills one year of the E requirement for the UC/CSU Subject Area Requirements.

**Spanish for Spanish Speakers 2AB:**
**Textbook: Nuevas Vistas: Holt Advanced Spanish, Curso Dos; Holt, Rinehart and Winston**
This course continues to develop proficiency in communicating orally and in writing in Spanish according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others. It focuses on the functions and content of Spanish 3AB for non-heritage speakers and includes readings in a variety of genres. This course fulfills one year of the E requirement for the UC/CSU Subject Area Requirements.

**State Standards**
APEX Academy will continue to use California State Standards and Federal Standards (See Appendix B) 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), individual graduation plans, appropriate medical/mental referrals, and other proven tools that assist students in the learning process.
APEX Academy will 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 state content standards and are culturally, linguistically and developmentally appropriate for every student.
5) Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their learning.
6) Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.
7) Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.
8) Educators understand and apply strategies for closing the achievement gap.
9) All students have access to learning paths that support college and career goals.

Students have access to targeted intervention programs that are standards-aligned. Student placement in such programs is based on specific, recent data about student progress. Student progress is frequently assessed, and clear exit criteria are set and applied.

**Staff Recruitment Procedures**
When teacher, administrator or classified vacancies occur, APEX Academy will establish an ad hoc recruiting Hiring Committee, which shall:

- Announce openings
- Recruit applicants
- Request resumes
- Interview and select candidates

The ad hoc Hiring Committee shall consist of stakeholder representatives including the administrators, teachers, classified staff and parents.

Process: Candidates will submit the following for consideration by the ad hoc Hiring Committee:

- Resume detailing educational and professional experience, membership in professional organizations, and other relevant information.
- Letter(s) of recommendation from previous Principals, Department Chairs, immediate supervisors, and/or colleges attended (for newly certificated teacher) or other documentation relevant to assessing professional ability/aptitude.

All staff applicants will be required to:

- Provide medical clearance (including TB test results)
- Submit fingerprints for background investigation (DOJ)
- Furnish a criminal record summary as required in Education Code Section 44237
- Provide proof of legal employment status
- Sign child abuse reporting requirement
- Sign drug-free environment requirement
Professional Development
APEX Academy is in its 4th year. Over this period developed in partnership with Diploma Plus intensive professional development systems at the beginning of every school year. Our calendar for our initial team of teachers on our first year as an independent charter school contains a total of ten full-day professional development allocation (60 hours). 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 instructional calendar is an allocation of twenty five built-in professional development days allowing for an additional twenty five two-hour sessions of PD (50 additional PD hours). As concluded by Robert Marzano (2006 pg. 11), designing a comprehensive system of effective classroom assessment is paramount to student achievement, making a purposeful PD plan imperative for teacher development and growth in the instructional planning arena.

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 throughout the process of developing the capacity of our instructional staff. 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. The process follows the backwards planning/Understanding by Design model of instructional planning (Grant Wiggins & Jay McTigue, 2004. Understanding by Design Upper Saddle River, NJ: Prentice Hall). Wiggins and McTigue’s (2004) work and framework is widely accepted and used throughout the US as an effective methodical way to break down instructional planning.

By standardizing the above process of curricular planning and design during allocated professional development time on an ongoing basis, we expect to continue engaging, dynamic, and rigorous instruction in our classrooms.

Academic Calendar and Schedule
Our academic calendar calls for a total of 181 school days, with over 4,000 more instructional minutes than the required 65,300 (Education Code 47612.5). APEX Academy believes that more instructional time is necessary for the effective implementation of our instructional program.
### ACADEMIC PERFORMANCE EXCELLENCE ACADEMY (APEX Academy) - SCHOOL YEAR 2012-2013

<table>
<thead>
<tr>
<th>Jul-12</th>
<th>Aug-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays: Ind. Day /4</td>
<td>Holidays: Adm. Day</td>
</tr>
<tr>
<td>M T W Th F</td>
<td>M T W Th F</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>1 2 3 4 5 6 7 8</td>
</tr>
<tr>
<td>9 10 11 12 13 14 15 16</td>
<td>9 10 11 12 13 14 15 16</td>
</tr>
</tbody>
</table>

#### Calendar - Student Academic Year - FALL
- PD | Aug - 14 Instructional days
- Calendar - Teacher Work Year |

<table>
<thead>
<tr>
<th>Sep-12</th>
<th>Oct-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays: Labor Day - Unassigned Days</td>
<td>Holidays: Winter Break</td>
</tr>
<tr>
<td>M T W Th F</td>
<td>M T W Th F</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12 13 14 15 16</td>
</tr>
</tbody>
</table>

#### Calendar - Administrative Use/Access
- X | X |

<table>
<thead>
<tr>
<th>Nov-12</th>
<th>Dec-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays: Veterans Day - Thanksgiving</td>
<td>Holidays: Presidents' day</td>
</tr>
<tr>
<td>M T W Th F</td>
<td>M T W Th F</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12 13 14 15 16</td>
</tr>
</tbody>
</table>

#### Calendar - SPRING SEMESTER
- PD | Jan - 13 Instructional days

<table>
<thead>
<tr>
<th>Jan-13</th>
<th>Feb-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays: MLK Day</td>
<td>Holidays: Cesar Chavez</td>
</tr>
<tr>
<td>M T W Th F</td>
<td>M T W Th F</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12 13 14 15 16</td>
</tr>
</tbody>
</table>

#### Calendar - SPRING SEMESTER
- X | Feb - 19 Instructional days

<table>
<thead>
<tr>
<th>Mar-13</th>
<th>Apr-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays: Spring Break</td>
<td>Holidays: Memorial Day</td>
</tr>
<tr>
<td>M T W Th F</td>
<td>M T W Th F</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12 13 14 15 16</td>
</tr>
</tbody>
</table>

#### Calendar - SPRING SEMESTER
- X | May - 22 Instructional days

<table>
<thead>
<tr>
<th>May-13</th>
<th>Jun-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holidays: Memorial Day</td>
<td>Holidays: Memorial Day</td>
</tr>
<tr>
<td>M T W Th F</td>
<td>M T W Th F</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12 13 14 15 16</td>
</tr>
</tbody>
</table>

#### Calendar - SPRING SEMESTER
- X | Jun - 5 Instructional days

### INSTRUCTIONAL - Students
- TOTAL Instructional Days = 181
- APEX Academy Annual Instructional Minutes. TOTAL = 99,555
- Required Instructional Minutes. TOTAL = 65,300

### INSTRUCTIONAL - Teachers
- Full-Day Professional Development = 10 Days (50 hours)
- Built-In during instructional calendar PD = 50 Hours (25 PD Days during school year)
APEX Academy has for the last four years adopted an eight-period semester schedule, which allows for a total of sixteen courses over one academic year (80 credits), four more courses than the traditional six-period semester schedule (20 more credits). This has allowed us to provide built-in intervention and enrichment opportunities for every student according to their individual need.

### Bell Schedule

*Based on a 181 instructional-day calendar*

<table>
<thead>
<tr>
<th>Period Day A / Day B</th>
<th>Begin</th>
<th>End</th>
<th>Period Minutes</th>
<th>Passing Minutes</th>
<th>Total Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>60</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:05 AM</td>
<td>10:05 AM</td>
<td>60</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:10 AM</td>
<td>11:10 AM</td>
<td>60</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:15 AM</td>
<td>12:15 PM</td>
<td>60</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 PM</td>
<td>12:45 PM</td>
<td>30</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Period 5(MWF) Per 7(TTh)</td>
<td>12:50 PM</td>
<td>2:00 PM</td>
<td>70</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Period 6(MWF) Per 8(TTh)</td>
<td>2:05 PM</td>
<td>3:15 PM</td>
<td>70</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

How the Instructional Program will meet the Needs of Special Populations and Subgroups

The most recent APEX Academy API/AYP data shows academic achievement growth within all subgroups measured under state and federal mandates. Targeting all subgroups with the instructional structures in place (CA content standards, competencies, rubrics, portfolio, success seminar, etc.) has proved effective in increasing student proficiency and achievement. While much needs to be done, we believe that consistency and adherence to the research by Robert Marzano (2006), Jeannie Oakes (1999, 2008), Linda Darling-Hammond (1997), and Pauline Gibbons (English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone. 2009. Portsmouth, NH: Heinemann Publishing) will yield higher student achievement. The table below displays the current gains within socioeconomically disadvantaged, English learners, and other statistically significant subgroups.

### APEX Academy - School Academic Performance Index (API) Growth Report

<table>
<thead>
<tr>
<th>School Year: 2010-2011</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sub-Group Description</th>
<th>Num Significant</th>
<th>API Base</th>
<th>API Growth</th>
<th>Growth Target</th>
<th>Actual Growth</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHOLE SCHOOL</td>
<td>N/A</td>
<td>499</td>
<td>539</td>
<td>15</td>
<td>40</td>
<td>Yes</td>
</tr>
<tr>
<td>AFRICAN AMERICANS</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>AMERICAN INDIANS</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASIANS</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FILIPINOS</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISPANICS</td>
<td>Yes</td>
<td>493</td>
<td>531</td>
<td>15</td>
<td>38</td>
<td>Yes</td>
</tr>
<tr>
<td>PACIFIC ISLANDERS</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHITES</td>
<td>No</td>
<td>573</td>
<td>605</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>SOCIOECON DISADVTGED</td>
<td>Yes</td>
<td>499</td>
<td>540</td>
<td>15</td>
<td>41</td>
<td>Yes</td>
</tr>
<tr>
<td>STDNTS W/ DISABLTS</td>
<td>No</td>
<td>429</td>
<td>407</td>
<td>0</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>ENGLISH LEARNERS</td>
<td>Yes</td>
<td>478</td>
<td>508</td>
<td>16</td>
<td>30</td>
<td>Yes</td>
</tr>
<tr>
<td>TWO OR MORE RACES</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>Yes</td>
<td></td>
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</tr>
</tbody>
</table>
English Learners
English learners and formerly labeled English learners have made up the majority of our student body as displayed in the table below.

<table>
<thead>
<tr>
<th>APEX Academy</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners Distribution</td>
<td>EO</td>
</tr>
<tr>
<td>School Year</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>7.40%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>6.70%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>10.10%</td>
</tr>
</tbody>
</table>

Over the last three years and under the leadership of Dr. Dale Vigil, LAUSD Local District 4, has focused on improving the academic achievement of English Learners by bringing in the tested research and work of Pauline Gibbons’ *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone* (2009). In her book, Pauline Gibbons (2009. Pg.15-16) introduces the concept of “high challenge, high support” instructional approach to English Learners, further she outlines the necessary seven intellectual practices to implement in schools with large numbers of ELs as follows:

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

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

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

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

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

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

**Intellectual Practice 7** – Students use meta-language in the context of learning about other things.

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

APEX Academy’s performance-based instructional program addresses the practices listed above. The implementation of rubrics in every assignment, in every classroom, and through the portfolio process, exposes our ELs to rich and extensive language in contextualized forms. We believe that our adherence to the above intellectual practices has led to a higher percentage of students scoring Advanced and Early Advanced (See table below) compared to the LAUSD percentage, thus allowing these students to get closer to reclassification.
<table>
<thead>
<tr>
<th>APEX Academy CELDT Performance</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>11-12 Adv/Early Adv</th>
<th>LAUSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Advanced</td>
<td>3%</td>
<td>7%</td>
<td>4%</td>
<td>47%</td>
<td>38%</td>
</tr>
<tr>
<td>% Early Advanced</td>
<td>41%</td>
<td>7%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Intermediate</td>
<td>46%</td>
<td>39%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Early Intermediate</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Beginning</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Programmatically, all EL students are double dosed in English as well as automatically placed in a Read 180 Lab course to increase literacy, while sharpening their English skills. APEX’s rate of reclassification over the last two years has been 20% and 10% respectively, above the rate of reclassification of the LAUSD and surrounding high schools (LAUSD MyData). In addition to the instructional program in place, as a current LAUSD school, APEX Academy will continue to use the adopted Hampton-Brown High Point: Success in Language, Literature, and Content Levels A, B and C curriculum, specifically for the instructional needs of our ESL students.

**CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

APEX Academy will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

**Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.

Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that
demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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 tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

APEX Academy will continue to follow LAUSD’s reclassification procedures.

Socioeconomically Disadvantaged
APEX Academy met all AYP/API goals and the subgroup with the highest gain is the socioeconomically disadvantaged students, with an API jump of 41 points. It is evident that our performance-based instructional model is having positive effects on low achieving and socioeconomically disadvantaged student performance.

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.

APEX Academy is designated as a school-wide Title 1 school with at least 69% of students designated as having a low SES. 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.

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. Family surveys will be conducted to determine areas of greatest need for these students
and their families. 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.

**Gifted/Academically High-Achieving**
Gifted and academically high-achieving students will be identified by several methods such as CST, 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.

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 also 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.

**Academically Low-Achieving**
A standards-based system must address systemic inequities and meet the needs of all students, especially those students who are under-performing. APEX Academy will maintain and update as needed curricula that meet diverse student needs and expose all students to concepts, issues, events and themes from multiple perspectives. Academically low achieving students have benefitted tremendously from our 8-period schedule, as it has allowed them keep up and make up failed courses within the same academic school year. With summer school virtually non-existent, low achieving students need built-in, same year intervention if they are to succeed and meet graduation requirements. 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 impossible within the traditional six-period schedule follow by the majority of LAUSD secondary schools.

**Special Education Program**
All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree (MCD)* and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.
Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, APEX Academy will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and APEX Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1 (a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities for Conversion Schools**

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

All charter schools chartered by 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 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 eighteen statically measurable 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 Plans (“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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
☐ All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
☐ Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

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 initial term of three years with a full study visit in the spring of the 2012-2013 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 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, and thus courses meet college entrance requirements, in the following ways: summer mailings, school brochures, parent information nights, fall recruitment nights at feeder middle schools, updated website and our newsletters to the community.
Element 2 – Measurable Student Outcomes
“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

The APEX Academy’s Board of Directors will hold the School Directors accountable for student achievement. The achievement of APEX Academy students will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographics, mission, targeted student populations, and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools
1. The primary residence schools APEX Academy students would have otherwise attended (“Resident Schools”); and
2. District schools of similar demographic characteristics (“Demographically Similar Schools”).

Comparison Resident Schools
“Primary Resident Schools” will be selected by using the charter school students’ home addresses to identify the District schools they otherwise would have attended. The District schools most represented at APEX Academy will be chosen as comparison “primary resident schools.” Demographically Similar Schools will be selected by using existing California Department of Education Demographically Similar Schools list.

II. Primary Growth Measures
Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of APEX Academy will be measured annually against the growth of the comparison schools. At the time of renewal, if the school has met all of the following benchmarks either in the previous year or in two of the previous three years, the school will be considered an academic success by our school:

1. APEX Academy’s API growth is 1.25 times the median growth of the comparison schools.
2. APEX Academy’s API growth for all subgroups is 1.25 times the median growth of the comparison schools.
3. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
4. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
5. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
6. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
7. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.
Promotion and Graduation Measurable Outcomes
The current LAUSD graduation rate is 56%, APEX's goal is to match and/or exceed the average LAUSD graduation rate within the duration of the charter school authorization period. Currently APEX Academy does not have a four-year cohort graduation rate as the school has not been open for four full years. Ultimately APEX will strive for 100% graduation. Our annual targets for our four-year cohort graduation rates are shown in the table below:

<table>
<thead>
<tr>
<th>Charter Year / Calendar Year</th>
<th>Year 1 / 12-13</th>
<th>Year 2 / 13-14</th>
<th>Year 3 / 14-15</th>
<th>Year 4 / 15-16</th>
<th>Year 5 / 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Year Graduation Rate</td>
<td>56%</td>
<td>60%</td>
<td>63%</td>
<td>66%</td>
<td>70%</td>
</tr>
</tbody>
</table>

The table below shows current progress, as represented by grade promotion, toward graduation and comparison with the LAUSD.

To graduate, students must earn 230 course credits, complete required courses, and pass the California High School Exit Exam (CAHSEE).

<table>
<thead>
<tr>
<th>How many students are moving from...</th>
<th>2009-10</th>
<th>2010-11</th>
<th>LAUSD Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>...9th to 10th grade (55 credits)?</td>
<td>66%</td>
<td>69%</td>
<td>65%</td>
</tr>
<tr>
<td>...10th to 11th grade (110 credits)?</td>
<td>81%</td>
<td>89%</td>
<td>69%</td>
</tr>
<tr>
<td>...passing the CAHSEE in the 10th grade?</td>
<td>38%</td>
<td>55%</td>
<td>66%</td>
</tr>
</tbody>
</table>

The current LAUSD CAHSEE passing rate for 10th graders is 66%, APEX's goal is to match and/or exceed the average LAUSD passing rate within the duration of the charter school authorization period. The table above shows the school's steady progress toward our goal. The table below displays our annual goals for students passing CAHSEE in the 10th grade:

<table>
<thead>
<tr>
<th>Charter Year / Calendar Year</th>
<th>Year 1 / 12-13</th>
<th>Year 2 / 13-14</th>
<th>Year 3 / 14-15</th>
<th>Year 4 / 15-16</th>
<th>Year 5 / 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHSEE Passing in 10th Grade</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Annual Developmental Portfolio
At APEX Academy, every student is required to have an Annual Developmental Portfolio (ADP) that contains his or her accumulation of significant work for each content area. The ADP is designed to engage the student in reflection on his or her learning, as a living document demonstrating his or her progress, and as a body of work to show academic growth. ADPs also serve as a formative assessment for teachers to track and assess student progress in the CA Content Standards. Students are required to create, present, and understand the CA Content Standards. At APEX Academy, the ADP is used as an authentic, summative assessment of the student’s learning completed at the end of every school year. (Appendix D)
III. Additional Measures
The following additional measures will be considered by our school to determine our academic success:

1. APEX Academy’s API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of APEX Academy students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of APEX Academy students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of APEX Academy students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of APEX Academy students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of APEX Academy ELL students redesignated to English proficiency is greater than the median for comparison schools.

IV. Annual Self-Study
Applying the measures in II, APEX Academy will submit to the Apex Academy Board of Directors an annual progress report.

V. Additional Student Outcomes
APEX Academy will be expected to meet annual API growth targets determined by CDE. The school will also be expected to make Annual Yearly Progress as required by the No Child Left Behind Act by meeting Annual Measurable Objectives for each identified subgroup and as a school as a whole.
Element 3 – Method by Which Student Outcomes will be Measured
“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
Ed. Code § 47605 (b)(5)(C)

Testing
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

The law requires accountability for student learning across all major subject areas. Specifically, a charter school must meet the statewide performance standards and administer the state exams required under the Education Code as part of its assessment systems.(Section 60602.5. – refers to the new statewide assessment program that is currently under development.)

Assessing Student Outcomes

State Testing
All pupil assessments will be conducted in compliance with EC § 60602.5. APEX Academy students will participate in all grade-appropriate standardized tests (i.e. STAR, CELDT, CAT-6) as defined by state law. Testing will be conducted under controlled conditions consistent with state regulations. These tests will be the largest determinant in calculating our API scores and AYP measures, which will be used to measure the success of the school, as outlined in Element 2.

Methods of Measurement
The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes.

Annually, performance on
• California State Standards Exams
• California High School Exit Exam
• California English Language Development Test
• 9th Grade Test of Physical Fitness
• Advanced Placement Exams
• PSAT
• SAT I

Additional “In House” Benchmark Assessments
Quarterly, APEX Academy will utilize an in-house normative and formative assessment system to further academic achievement in English and Mathematics. We have piloted the implementation of the Performance Series Assessments from Scantron Corporation, a web-based, real-time results assessment
system that allows timely intervention in the classroom with targeted lessons and skill building solutions. This system is calibrated to the CA content standards. Scantron's assessment solution helps educators meet accountability requirements and raise the level of student achievement through a unique combination of standards-based assessment and computer-adaptive diagnostic testing. Scantron's solution combines a research-based, content-rich computer adaptive test known as Performance Series. APEX Academy is committed to cutting edge, web-based assessments tools, be it Scantron Performance Series or a similar system to further sharpen the school’s instructional focus.

Annual Developmental Portfolio
APEX Academy, every student is required to have an Annual Developmental Portfolio (ADP) that contains his or her accumulation of significant work for each content area. (Appendix C) The ADP is designed to engage the student in reflection on his or her learning, as a living document demonstrating his or her progress, and as a body of work to show academic growth. ADPs also serve as a formative assessment for teachers to track and assess student progress in the CA Prioritized Standards and the DP Competencies. Students are required to create, present, and understand the CA Prioritized Standards through the DP Competencies. At APEX Academy, the ADP is used as an authentic, summative assessment of the student’s learning.

School wide Growth
APEX Academy is committed to using student performance data (CELDT, CST, CAHSEE, PSAT, SAT, and ACT) to refine and improve the educational program. Specifically, the school will devote substantial amounts of time during the instructional calendar to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on school consensus and planning for implementation will occur during the 10 scheduled professional development days and the allocated 50 hours of built-in PD. Additionally, the Charter School will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges (“WASC”).

Course Grading Policy
As a school APEX Academy uses the APEX/Diploma Plus rubrics as the measurement of proficiency; teachers determine grades based on performance on the CA content standards. 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 (see Appendix C).
**Element 4—Governance:**

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

**Public Operating Principles**

Academic Performance Excellence Academy (“APEX Academy”) will comply with all laws applicable to charter schools. APEX Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, sexual orientation or disability.

APEX Academy shall be a directly funded independent charter school and will be operated by a California non-profit public benefit corporation, known as PazLo Education Foundation, pursuant to California law. APEX Academy and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of APEX Academy.

APEX Academy will be operated by the Board of Directors of PazLo Education Foundation (the Governing Board). PazLo Education Foundation exists as a legally and operationally independent California Nonprofit Public Benefit Corporation with its own Board of Director and operates as a 501(c)(3) tax-exempt corporation. The affairs of PazLo Education Foundation will be managed and its powers exercised under the ultimate jurisdiction of the Board. PazLo Education Foundation will operate in accordance with the Articles of Incorporation (Appendix J) and Bylaws (Appendix K) established by the PazLo Education Foundation governing board (attached but not incorporated to this petition). The School shall operate autonomously from the District, with the exception of the supervisory oversight and special education services as required by statute. APEX Academy and/or its non-profit corporation is a separate legal entity and will solely responsible for the debts and obligations of the Charter School.

Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the APEX Academy, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the granting authority has complied with all oversight responsibilities required by law.

The Board will be responsible for providing fiscal accountability by approving and monitoring the budget. The Board will also develop policies and procedures regarding funding and fiscal management. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, and fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary dismissing the administrative staff.

PazLo Education Foundation will post meeting notices at the school and in the community in advance of all Board meetings to be held monthly, in accordance with the Brown Act. The school will distribute agendas to parents of students and in the community. A scribe will record all meeting minutes and publish them for all stakeholders to view. PazLo Education Foundation will also post agendas, meeting times, and minutes on the school’s website. The PazLo Education Foundation Board will meet at least every month.

PazLo Education Foundation will comply with the Brown Act.
Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with applicable federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

PazLo Education Foundation will be solely responsible for the debts and obligations of the charter school.

The Board will have a maximum of nine members and no less than five. As the entity with ultimate oversight responsibility, LAUSD will be provided with an annual programmatic and fiscal audit. The programmatic audit will include a summary of major decisions and policies established by the Board of Directors during the year. Board members will serve two-year terms.

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

**Composition of the Founding PazLo Education Foundation’s Governing Board**

The PazLo Education Foundation’s Governing Board shall consist of the following members:

- Six (6) at-large/community members
  - John Berns, LAUSD Principal; a non-paid PazLo Education Foundation board member (Chairman of the Board)
  - Heidi Coronado, (Vice Chairwoman)
  - Sergio Oliva, Community Partner
  - Rodney Hargrove, Business owner
  - Lora Kennedy, Warner Brothers
  - Dr. Ken Easum, Retired LAUSD Administrator

All the Directors shall be designated by the existing Board of directors. The board will hold responsibility for the operation of the School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission. The Board will focus its work on:

- Upholding the APEX Academy ESLRs.
- Providing strategic vision and performing long-range planning.
- Hiring and evaluating the co-directors.
- Establishing the budget for the corporation and approving the budget of the school.
- Create external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Approve and monitor the school budget and the school’s fiscal practices, including solicitation and receipt of grants and donations.
- Provide notice and hold meetings in compliance with the Brown Act.
- Approve personnel policies, and all hiring and dismissal of school personnel.
- Approve and monitor management of school liabilities, insurance, health, safety and risk-related matters.

The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.
The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the corporation any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board will receive proper training annually. Some of the topics for the training sessions are:

- Brown Act
- Conflict of Interest
- Delineation of Roles and Responsibilities
- Strategic Planning and Thinking
- Legal and Financial Responsibilities
- Effective Board-Staff Relations
- Creating Effective Committees
- Effective Board Self-Assessment

The above list is a sample and is not meant to be exhaustive.

APEX Academy Management

APEX Academy will be operated by two directors with explicit roles and responsibilities as follows:

**Director of Development and Planning, Cesar Lopez (President):**
- Implement Site Safety Procedures in compliance with all applicable laws.
- Facilitate school relations with community partners.

**Director of Student Achievement, Alfonso Paz (CFO):**
- Special Education Administrative Designee.
- Coordinate the administration of Standardized Testing.
- Develop the APEX Academy annual performance target goals.

The following responsibilities fall under the responsibility of both co-directors:

- Stay in direct contact with District regarding changes, progress, etc.
- Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Approve all purchase orders, pay warrants, and requisitions and, upon approval, forward on for processing.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Provide all necessary financial reports as required for proper ADA reporting.
- Make budget line item revisions when necessary and report changes regularly to the Board.
☐ Develop and administer the budget in accordance with generally accepted accounting principles.
☐ Present a monthly financial report to the Board.
☐ Supervise student disciplinary matters when necessary
☐ Oversee and coordinate student orientation.
☐ Attend all Board meetings and attend District Board meetings as necessary, as the charter representative.
☐ Establish procedures designed to carry out Charter Board policies
☐ Provide timely performance evaluations of all PazLo Education Foundation employees.
☐ Participate in the dispute resolution procedure and the complaint procedure when necessary.
☐ Oversee development and implementation of curriculum in alignment with State of California Standards.
☐ Provide comments and recommendations regarding policies presented by others to the PazLo Education Foundation Board.
☐ Handle student disciplinary matters in accordance with Board policies and procedures.
☐ Oversee all parent/student/teacher relations.
☐ Create and appoint committees to assist in the execution of certain planning and administrative functions
☐ Supervise all employees and volunteers at the school.
☐ Establish and execute enrollment procedures.

The co-directors of the School oversee the strategic and operational plans of the charter school. The co-directors have overall day-to-day management responsibilities of the charter school. The co-directors will ensure the charter school operates in fulfillment its mission, its Bylaws and in compliance with any applicable laws. The co-directors will work with the Board and its committees to ensure the charter school makes sound strategic decisions. The co-directors will ensure the school maintains a focus on student achievement. The co-directors will serve as spokespersons for the PazLo Education Foundation’s Board to further the school’s prominence within both the local, state and national education and charter school communities.

**Operational Contracts**
The PazLo Education Foundation will execute a contract with ExEd, Inc., which will include responsibility over operational matters, inclusive of budgeting, payroll, accounting, liability insurance payments, etc.
Parental Involvement and APEX Academy Parent Advisory Committee.

Parental involvement is essential to the academic success of our students. APEX Academy is committed to not only involve parents in the traditional events (parent nights, open house, etc.), but also soliciting formal and informal input. We know and are proud that the school has created an open, transparent, and inviting environment for our families as reported on the most recent LAUSD school experience survey.

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel welcome to participate at this school.</td>
<td>90%</td>
</tr>
<tr>
<td>The school offers me opportunities to participate in councils, parent organizations</td>
<td>85%</td>
</tr>
<tr>
<td>I talk with the teacher about my child’s school work.</td>
<td>54%</td>
</tr>
<tr>
<td>My child is safe on school grounds.</td>
<td>75%</td>
</tr>
</tbody>
</table>

Source: APEX Academy Report Card 2010-2011. LAUSD Parent survey

It is our goal to form the APEX Academy Parent Advisory Committee (APEX PAC), a committee similar in form to the parent advisory committees (CEAC, ELAC) currently in place in LAUSD schools. Members of
the APEX PAC must be parents/guardians of enrolled students. The role of this committee will be to actively advise and make recommendations to the co-directors regarding the creation of opportunities to improve student achievement, opportunities for increased parent/community involvement, opportunities for parent education, 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.

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

- APEX PAC Monthly meetings
- 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

Grievance Procedure for Parents and Students
APEX Academy will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

APEX Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

APEX Academy will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy
APEX Academy will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries
APEX Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.
Academy acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

APEX Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their 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 it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and 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.

Notifications
Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by APEX Academy.

Amending the Governing Structure
The governing structure of APEX Academy may be revised. Amendments to this charter may be proposed in writing and submitted to the Governing Board by any stakeholder. Amendments must then be approved by the Governing Board. Pursuant to Education Code Section 47607, material revisions of the charter shall be made in accordance with the standards and criteria of Education Code Section 47605. All Governing
Board activities will be conducted in accordance with its bylaws, which may subsequently be amended pursuant to the amendment process specified in the bylaws, and with relevant state and federal codes governing public agencies.
Element 5: Employee Qualifications
“The qualifications to be met by individuals to be employee by the school.” Ed. Code § 47605 (b)(5)(E)

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

Background Checks
APEX Academy will perform all required background checks on new employees as required by the state of California. In compliance with California Education Code § 44237, all adults at APEX Academy who interact with students will undergo a criminal background check through the California Department of Justice, including fingerprinting facilitated by the local police department or an outside vendor.

As a condition of being hired, all faculty and staff will
• Undergo a criminal background check as stated above
• Clear a child abuse registry check
• Complete a full disclosure statement regarding prior criminal records
• Sign an agreement to follow child abuse reporting laws
• Provide certification of CPR training
• Submit proof of meeting requirements for tuberculosis testing

Teacher
Teachers of core content areas (i.e. English language arts, math, science, and social studies) must hold respective single-subject credentials approved by the California Commission on Teacher Credentialing, and meet all requirements of the law for public school teachers as defined in California Education Code section 47605(l). Additionally, all teachers will be highly-qualified as defined by No Child Left Behind. APEX Academy will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees.

Teacher Job Description:
Each certificated staff member teaching in the classroom for which he/she shall be properly credentialed is responsible for the following classroom duties:
  • Setting-up and breaking down the classroom at start and finish of school year
  • Providing and distributing course materials and texts
  • Establishing and communicating clear academic and behavioral expectations to students
  • Delivering and reviewing material to ensure student mastery of content and related skills
  • Regularly assessing student work to ensure student mastery of content and related skills
  • Maintaining regular communication with students and parents regarding students’ academic progress and related behavior via DP.net
  • Maintaining appropriate classroom management to ensure all students have access to a sound educational experience
  • Differentiating instructional methods to provide access to course content for learners with multiple modalities adhering to the DP Competencies and CA content standards.
Facilitating student preparation for and participation in individual, department level, school-wide, state and other mandated testing for students.

Additionally, each employee is responsible for all related professional duties. Such professional duties include the following:

- Instructional planning
- Preparing lesson plans in a format appropriate to the teacher's assignment
- Preparing and selecting instructional materials
- Reviewing and evaluating the work of pupils
- Communicating and conferring with pupils, parents, staff and administrators
- Maintaining appropriate records
- Providing leadership and supervision of student activities and organizations
- Supervising pupils both within and outside the classroom
- Supervising teacher aides when assigned
- Cooperating in parent, community and open house activities
- Participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment
- Assuming reasonable responsibility for the proper use and control of school property, equipment, material and supplies
- Attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

Co-Directors

The Charter School Co-Directors serves as the educational leader. The Co-Directors shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership, collaborates with staff as well as other relevant duties assigned. The Co-Directors of APEX Academy shall hold the appropriate Administrative Services Credential authorizing service as an administrator at the secondary school level. An advanced degree is desirable and training in the broad aspects of school administration, instructional strategies, curriculum development, and experience with low-income and/or minority children would be necessary. A minimum of five (5) years of teaching experience and some administrative experience is required. An applicant without a current Administrative Services Credential may be considered if the applicant provides evidence of two or more years of public school administrative experience.

Co-Directors Job Description:
APEX Academy will be operated by two directors with explicit roles and responsibilities as follows:

Director of Student Achievement:
- Special Education Administrative Designee.
- Coordinate the administration of Standardized Testing.
- Develop the APEX Academy annual performance target goals.

Director of Development and Planning:
- Implement Site Safety Procedures in compliance with all applicable laws.
- Facilitate school relations with community partners.

The following responsibilities fall under the responsibility of both co-directors:
☐ Stay in direct contact with District regarding changes, progress, etc.
☐ Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act.
☐ Propose policies for adoption by the Board.
☐ Provide comments and recommendations regarding policies presented by others to the Board.
☐ Communicate with School legal counsel and any outside consultants.
☐ Stay abreast of school laws and regulations.
☐ Approve all purchase orders, pay warrants, and requisitions and, upon approval, forward on for processing.
☐ Participate in the dispute resolution procedure and the complaint procedure when necessary.
☐ Establish and execute enrollment procedures.
☐ Develop Board meeting agenda in conjunction with the Board Chairperson in compliance with the Brown Act.
☐ Provide all necessary financial reports as required for proper ADA reporting.
☐ Make budget line item revisions when necessary and report changes regularly to the Board.
☐ Develop and administer the budget in accordance with generally accepted accounting principles.
☐ Present a monthly financial report to the Board.
☐ Supervise student disciplinary matters when necessary.
☐ Oversee and coordinate student orientation.
☐ Attend all Board meetings and attend District Board meetings as necessary, as the charter representative.
☐ Establish procedures designed to carry out Charter Board policies.
☐ Provide timely performance evaluations of all APEX Academy employees.
☐ Participate in the dispute resolution procedure and the complaint procedure when necessary.
☐ Oversee development and implementation of curriculum in alignment with State of California Standards.
☐ Provide comments and recommendations regarding policies presented by others to the APEX Academy Board.
☐ Handle student disciplinary matters in accordance with Board policies and procedures.
☐ Oversee all parent/student/teacher relations.
☐ Create and appoint committees to assist in the execution of certain planning and administrative functions.
☐ Supervise all employees and volunteers at the school.
☐ Establish and execute enrollment procedures.

The co-directors of the School oversee the strategic and operational plans of the corporation. The co-directors have overall day-to-day management responsibilities of the corporation. The co-directors will ensure the corporation operates in fulfillment of the mission as spelled out in the charter(s) and in compliance with charter school law, Bylaws and applicable education law. The co-directors will work with the Board and its committees to ensure the corporation makes sound strategic decisions. The co-directors will ensure the school maintains a focus on student achievement. The co-directors will serve as a spokesperson for the Board to further the school(s) prominence within both the local, state and national education and charter school communities.
Counselors
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 need to place exceptions to the above qualifications for 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. The Governing Board will hire certificated personnel and administrators whom they deem qualified for the sought after position; APEX Academy reserves the right not to accept any District must-place faculty, administrators or staff.

Counselors Job Description
Counsel individuals and groups of students in the areas of educational, personal, physical, social and career needs; provides guidance to students in matters regarding graduation, college entrance requirements and scholarships; consults 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.

Assists in organizing the administration and interpretation of standardized tests; interprets the results of standardized group tests of achievement and scholastic capacity to administrators, parents and teachers.

Helps students effectively utilize the educational opportunities of the schools; recommends available resources within the school, school system and community to meet the needs of individual students; assists in making such referrals and contacts.

Consults with the administrative staff on student referrals for supplementary counseling, psychological evaluation and case conferences.

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

Serves as a resource person to school personnel and parents regarding the counseling and guidance program.

Assists in the preparation of information for entry on student cumulative records; contributes data concerning student needs to assist in the development of the total educational plan of the school.

Coordinators, and other non-teaching certificated staff
All professional non-teaching personnel shall possess the appropriate credentials for specific positions, such as a Professional Clear credential for Coordinators, or an appropriate California state license for a school psychologist and a school nurse.
Candidates for these positions are required to have evidence of professional training and/or experience. A Bachelor’s degree is required. Desirable qualifications would include a Masters or higher degree with full clear credentials/licenses for the appropriate field.

The Governing Board may need to place exceptions to the above qualifications for hiring non-teaching certificated staff in special circumstances. The Governing Board will hire certificated personnel and administrators whom they deem qualified for the sought after position; APEX Academy reserves the right not to accept any District must-place faculty, administrators or staff.

**Classified Employees (Non-Certificated)**
Classified employees, including office staff, plant maintenance staff, instructional aides and paraprofessionals serve in support roles to keep the Charter School operating efficiently. The Co-Directors, in consultation with the staff, will maintain job descriptions and qualifications for all non-teaching, classified positions.

Office staff will demonstrate competency in communication, use of the computer and office equipment, and the ability to interact appropriately and decisively with the school community. Job-specific competencies such as record-keeping, filing, inventory and typing will be determined based on specific clerical needs, as developed by the school administrative assistant.

Plant staff will demonstrate competency in communication and the ability to follow a schedule developed by the plant manager to maintain assigned areas of buildings and grounds in a clean, sanitary, and safe condition.

Paraprofessionals who provide instructional assistance are required to possess a high school diploma or General Education Development (GED) and one of the following: completion of 60 semester units or 90 quarter units from a recognized college or university, possession of an associate or higher degree, from a recognized college or university. Paraprofessionals will comply with NCLB.

These job descriptions and qualifications will be reviewed and approved by the Governing Board.

**Day-to-Day Substitutes**
APEX Academy will utilize qualified substitutes from our own substitute pool or the services of an outside provider. APEX Academy will ensure that substitutes have submitted fingerprints for background investigation and cleared for employment.

**Employee Files**
APEX Academy will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.

**Hiring Process**
The Board of Directors will hire the School Directors. Once hired, the School Directors will be responsible for recruiting and hiring all other APEX Academy employees.

The School Directors will extend an offer of employment that will terminate at the end of each fiscal year and must be renewed annually. The offer of employment letter will specify salary, benefits, working hours,
and number of work days expected of the employee. All employees of APEX Academy will be hired on an “at will” basis. The decision to terminate employment for any employee is at the sole discretion of the School Directors provided, however, that all hiring, termination, and other decisions regarding an employee’s employment shall be made in compliance with applicable laws, including, for example, the federal Fair Labor and Standards Act, the applicable provisions of the California Labor Code, the federal and state laws prohibiting discrimination and harassment in employment, and the California Educational Employment Relations Act (EERA); ensuring each employee due process.

Selection Procedures
When teacher, administrator or classified vacancies occur, the PazLo Education Foundation Governing Board will establish an ad hoc recruiting hiring committee, which may to the extent possible, consist of administrators, teachers, classified staff, and parents. The ad hoc recruiting hiring committee will:

- Announce openings
- Recruit applicants
- Request resumes
- Interview and select candidates

Process: Candidates will submit the following for consideration by the ad hoc Hiring Committee:
- Resume detailing educational and professional experience, membership in professional organizations, and other relevant information.
- Letter(s) of recommendation from previous Principals, Department Chairs, immediate supervisors, and/or colleges attended (for newly certificated teacher) or other documentation relevant to assessing professional ability/aptitude.

All staff applicants will be required to:
- Provide medical clearance (including TB test results)
- Submit fingerprints for background investigation (DOJ)
- Furnish a criminal record summary as required in Education Code Section 44237
- Provide proof of legal employment status
- Sign child abuse reporting requirement
- Sign drug-free environment requirement

Compensation
To reach our aim of hiring the highest quality teachers, APEX Academy will offer salaries that are competitive with salaries offered to teachers within the Los Angeles Unified School District. Salaries and/or wages for all non-teaching staff will be negotiated based on their experience and/or performance at the school. APEX Academy will contribute to a health insurance and retirement plan for all full-time employees.

Evaluation
Evaluation of all staff including the Co-Directors will be modeled after the LAUSD evaluation format. Annual performance evaluations will be written for all employees describing their performance relative to the duties described in the job description for the position he/she holds. The PazLo Board of Directors will be responsible for evaluating the performance of the School Directors. All teaching faculty will be evaluated by the School Directors. All non-teaching staff will be evaluated by the School Directors.
Element 6—Health and Safety:

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

APEX Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. In order to provide safety for all students and staff, APEX Academy will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. APEX Academy will ensure that staff has been trained in Health, Safety and Emergency Plan and will maintain a calendar and conduct emergency response drills for students and staff.

APEX Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times, as well as the California Healthy Schools Act.

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

Health and Safety Policies

Procedures for Background Checks
Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Co-Directors of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Co-Directors. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

APEX Academy shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. APEX Academy will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. APEX Academy shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Role of Staff as Mandated Child Abuse Reporters
All non-certificated and certificated staff will be 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 Co-Directors will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. The following timeline for reporting applies:
Reporting suspected abuse to law enforcement or DCFS – Immediately.
Submitting a written 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 will understand 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**
The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

**Blood borne Pathogens**
The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. 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 Co-Directors or his or her designee. The Co-Directors or his or her designee will respond to concerns in writing in a timely manner and appropriate disciplinary action will be taken.

**Insurance Requirements**
No coverage shall be provided to APEX Academy by the District under any of the District’s self-insured programs or commercial insurance policies. APEX Academy 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 the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be APEX Academy’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 insured 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 the Charter School’s insurance shall be primary despite any conflicting
provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

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

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance
APEX Academy shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.” Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies. Should the Charter School deem it prudent and/or desirable to have insurance
coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, APEX Academy 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. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, APEX Academy agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

APEX Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. APEX Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

APEX Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

APEX Academy shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of an APEX Academy school employee, and any outside vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. APEX Academy will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. APEX Academy shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
**Element 7 – 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)

APEX Academy will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Recruitment efforts will include, but is not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- Articulation meetings with feeder middle schools and parents of matriculating students.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English, including Spanish and Armenian, to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.
- Hosting open houses, orientations, and school tours of the on a regularly scheduled basis.
- Publicizing the instructional program.

APEX Academy will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. APEX Academy will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

**Court-ordered Integration**

APEX Academy 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. APEX Academy will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

APEX Academy will provide requested information annually according to dates established by the District to Student Integration Services and the Charter Schools Division (CSD) as part of the District’s oversight and responsibility:

- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Level
- Number of Students by Ethnicity and Grade Level
- List of Register Carrying Teachers
• List of all Certificated Personnel (Show the cost of any teachers funded by Court-ordered Integration)
• List of Emergency Credentialed Teachers/Non-highly Qualified teachers as defined in No Child Left Behind
• Unfilled Classroom Teaching Positions
• Fiscal Year-End Financial Report
• Number of Students Living Outside LAUSD Attendance Area
• Consolidated Application (Con App) Part I and Part II
• Local Education Agency (LEA) Plan
• Mandated No Child Left Behind (NCLB) Program Improvement Documents

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

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

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

APEX Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. APEX Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at APEX Academy under the NCLB-PSC program increases in subsequent years, APEX Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

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

☐ Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

☐ Develop jointly with, and distribute to, parents of participating children, a school-parent compact

☐ Hold an annual Title I meeting for parents of participating Title I students

☐ Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

☐ Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

☐ Complete and submit Local Education Agency (LEA) Plan to CDE

☐ Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

☐ Maintain inventory of equipment purchased with categorical funds, where applicable; and

☐ Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

APEX Academy also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
Element 8 – Admission Requirements:

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

APEX Academy shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) (“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 public school”), admission to APEX Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B) (“[p]reference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5”). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).

APEX Academy will comply with all laws establishing minimum age for public school attendance.

APEX Academy will be open to all students residing in California that wish to attend the school, as outlined in Education Code 47605 (d)(2)(A).

APEX Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

APEX Academy will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

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 at-risk youth to give high 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.

APEX Academy shall:

☐ Be nonsectarian in its programs, admission policies, employment practices and all other operations.
☐ Not charge tuition.
☐ Not discriminate against any student on the basis of disability, gender, 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.

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

☐ Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

☐ Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

☐ Not require any child to attend the Charter School nor any employee to work at the charter school.

☐ In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

☐ According to state law, the parents or legal guardian of students between the ages of and 18 are responsible for seeing to it that their students attend school until the student attains the age of 18 or graduates from high school. Students (ages 6-18) shall be punctual and regular in their class attendance. (Education Code 48200, 48400, 48260, 48261, 48262)

The APEX Academy application process is comprised of the following:

- Parent attendance at a school orientation meeting is encouraged
- Completion of a student enrollment/lottery form (Appendix M)

Registration packets for students who are admitted will also gather the following:

- APEX Academy Enrollment Application (Appendix L)
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

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. Enrollment preferences in the case of a public random drawing shall be as follows:

- All students from the current APEX Academy attendance area
- Residents within current LAUSD boundaries
- Siblings of existing pupils
- Children of APEX Academy employees (Cap of 10% of total school population)
- 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 enrollment in accordance to Education Code section 47605(d)(2)(B). The school will designate a deadline and all interested students will be considered for the public random drawing. 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 if the school facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during that academic school year. The waiting list will not carry over to the following school year. Students on the waiting list will be notified by mail and telephone immediately if space becomes available and they will have one week to return the enrollment forms. If the enrollment forms are not returned within one week, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. APEX Academy will maintain auditable records of the above activities. As a conversion school, preference in the case of a public random drawing will be given to students residing in the school’s former attendance area. (Education Code § 476)

Lottery Timeline:
The school will determine its open enrollment and lottery dates every year before school starts. For the first year the dates will be: now until June 30, 2012. The lottery, if needed for this fall, will be Tuesday, July 10, 2012.

1. Postcards about APEX Academy informational meetings sent to all families of 8th grade students in the Hollywood area in September-October each year.
2. Informational meetings for interested families held in the fall and early spring semester. In future years, 2-3 informational meetings will be held during the months of October – January.
3. For future years, applications will be available on the school website and at the school in January.
4. If a lottery is deemed necessary for the opening year, it will be held Tuesday July 10, 2012. In future years, the lottery will be held by the end of April.
5. Letters to students admitted from the lottery are sent within two weeks of the lottery.
6. Upon receipt of letter of acceptance, families have two weeks to confirm attendance; failure to respond will result in forfeit 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 (Appendix M).

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.
Element 9 – Financial Audits:

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

Governing Law: 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. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

The Governing Board will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District.

Pursuant to AB 1137, APEX Academy will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – August of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District
The independent financial audit of the Charter School is public record to be provided to the public upon request.

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

**Balance Reserves**
Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
APEX Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their 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 it, among other things, monitors the fiscal condition of the Charter School.
- ☐ The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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:
  1. Compliance with terms and conditions prescribed in the Charter agreement,
  2. Internal controls, both financial and operational in nature,
  3. The accuracy, recording and/or reporting of the Charter School’s financial information,
  4. The Charter School’s debt structure,
  5. Governance policies, procedures and history,
  6. The recording and reporting of attendance data,
7. The Charter School’s enrollment process,
8. Compliance with safety plans and procedures, and
9. Compliance with applicable grant requirements.

APEX Academy 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.

APEX Academy will develop and maintain internal fiscal control policies governing all financial activities.
Element 10 – Student Suspension and Expulsions:

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

LAUSD’s Positive Behavior Discipline Foundation is the policy APEX Academy adopted as 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 (Appendix N).

APEX Academy is committed to involving parents regarding the school discipline plan. We will conduct a public review of school discipline data annually in an effort to solicit parent/student/staff input.

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 District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

APEX Academy shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime 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.

Enumerated Offenses
Students may be suspended or expelled for any of the following acts when it is determined the pupil:
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. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

15. 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.

16. 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.

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

18. 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 student.
pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

19. 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.

20. 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.

21. 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.

22. 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.

23. 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

Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Co-Director or the Co-Director'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 Co-Director. The conference may be omitted if the Co-Director 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 Co-Director 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.

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.

Suspension Appeal- If the parent wants to appeal the suspension, the parent submits an appeal to the Co-Director. The decision of the Co-Director will be final.

Upon a recommendation of Placement/Expulsion by the Co-Director or Co-Director'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 Co-Director 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.
Authority to Expel
A student may be expelled upon the recommendation of one of the school’s Co-Director and following a hearing before an Expulsion Panel of three members of the Governing Board. The Expulsion Panel issues a decision about the expulsion of any student found to have committed an expellable offense. The full APEX Academy Board of Directors presides over expulsion appeals. A student may appeal their expulsion in writing within 15 days of the panel’s decision.

The Directors will investigate and gather evidence from witnesses when there is reasonable suspicion of a violation following all pupil due process rights and confidentiality expectations.

Except for expulsions for offenses listed under Education Code Section 48915(c), the Expulsion panel 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 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.

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 Co-Director or designee determines that the Pupil has committed an expellable offense.

The Expulsion Panel hears the case, and makes a final 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. 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 the person or panel 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. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person 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 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 the Expulsion Panel 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 Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel 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 Co-Director or designee following a decision of the Expulsion Panel to expel shall send written notice of the decision to expel, including the Panel’s adopted findings of fact, to the student or parent guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.
3. Notice of any appeal options
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 the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s 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 or the pupil’s parent or guardian may, within 15 calendar days following the decision of the Expulsion Panel to expel, file a written appeal, requesting the full Governing Board reconsider the expulsion determination.

If appealed, the full Governing Board conducts and presides over the expulsion appeal, inclusive of any new evidence. The Governing Board shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The same procedure followed by the Expulsion Panel will be adhered to. The Governing Board shall render a decision within three (3) schooldays of the appeals hearing. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Board 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 Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

Outcome Data
APEX Academy shall maintain all data involving 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 APEX Academy shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission**
The 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, the Charter School’s governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

**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. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

**Gun Free Schools Act**
APEX Academy shall comply with the federal Gun Free Schools Act.
Element 11 – Retirement Programs:
Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

In our effort to attract and retain teachers and staff of the highest quality, APEX Academy will offer competitive retirement programs to its certificated employees. We will make all legally required contributions required of employers in California such as Medicare, workers compensation, Social Security (for employees who are not part of Cal-STRS), and unemployment insurance. In compliance with Education Code § 47611, we will inform all applicants for positions within the school about their retirement options and transferability, or lack thereof, of retirement programs they currently participate in.

APEX Academy is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) and collective bargaining purposes. As such, APEX Academy will comply with all provisions of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 (“EERA”), and will act independently from LAUSD for bargaining purposes.

The APEX Academy Governing Board will approve and ratified the process by which salaries, benefits, and working conditions are determined, inclusive of school/working calendar, working hours, and holidays.

Mandatory Benefits for all Full-time Staff Members
APEX Academy will provide mandatory benefits in accordance to the law. These include:
- Workers’ Compensation Insurance (to be provided by an A-rated Company)
- Unemployment Insurance
- Medicare
- Social Security, if applicable

Healthcare Benefits
APEX Academy is strongly committed to providing its Pre-charter certificated employees with a health package comparable to or greater than those provided by the LAUSD to its employees.

The Governing board will review benefits package as it pertains to development of the annual budget.

Cal-STRS
All full-time, certificated employees of APEX Academy will continue to participate in Cal-STRS. Full time is defined for certificated as number of hours per working day, which is 8 hours. Employees will contribute the required employee percentage and APEX Academy will contribute the employer’s portion. All withholdings from employees and from APEX Academy will be forwarded to the Cal-STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of Cal-STRS. Cal-STRS contributions will be reported through LACOE.
Illness/ Personal Necessity Days
APEX Academy will accept and assume the financial responsibility for all unused illness days previously accrued by employees who have resigned from a California school district to join APEX Academy.

Certificated Employees
Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers' Retirement System (STRS). 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. We 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. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

Classified Employees
For non-certificated, full-time employees, APEX Academy does not plan to contribute to Cal-PERS; however, the school will contribute to Social Security and a 403(b) retirement account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify.

Labor Procedures which Will Be Applied to Employees
APEX Academy will not discriminate against any employee on the basis of race, ethnicity, national origin, color, age, sex, gender, religion, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, sexual orientation, marital status or any other basis protected by federal, state, or local law or ordinance or regulation. Any complaints/grievances will be brought to the attention of the Governing Board for due process. APEX Academy will be a school of choice. No employee will be required by the District or the school to work at APEX Academy.
**Element 12 – Attendance Alternatives:**

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

No student may be required to attend the Charter school. Students who reside within the District (LAUSD) who choose not to attend the Charter School may attend school within the District according to District policy.

A student’s enrollment in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment.

Pupils who choose not to attend APEX Academy may choose to attend other public schools in their district of residence or pursue an inter-district-transfer in accordance with existing enrollment and transfer policies of the District.
**Element 13 – Employee Rights:**

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

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with current applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Current staff members will have an equal opportunity to be considered employees of APEX Academy. Current permanent staff members will have an equal opportunity to be considered permanent employees of APEX Academy, though all employees may opt out of employment at APEX Academy.

A permanent employee who was represented by UTLA prior to employment at APEX Academy may request to transfer to another position within the District as outlined in the LAUSD-UTLA Collective Bargaining Agreement. Upon approval of this charter, all current employees who are hired by APEX Academy, will be informed and highly encouraged to submit appropriate paper work for a “charter leave” of absence with the LAUSD to further protect their seniority and associated rights with the LAUSD.

New employees from outside LAUSD can establish permanent employment and seniority rights with APEX Academy but not with LAUSD.

If a reduction in staff during operation as a charter school is needed due to a change in enrollment or a change in the educational program design, the Directors, subject to approval of the APEX Academy Governing Board, will determine which positions are no longer needed. If two staff members have the same seniority and neither volunteers to leave, the APEX Academy Governing Board will consider the needs of the school program as a primary determinant of staff reduction.
Element 14 – Dispute Resolution:
“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff and governing board members of APEX Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and APEX Academy, 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 APEX Academy shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: APEX Academy
c/o School Director

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15 – Employer Status and Collective Bargaining:

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

APEX Academy is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) and collective bargaining purposes. As such, APEX Academy will comply with all provisions of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 (“EERA”), and will act independently from LAUSD for collective bargaining purposes.
Element 16 – Procedures to be Used if the Charter School Closes:

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

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

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

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

Closure Action
The decision to close APEX Academy either by the school’s governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.
**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by [Charter School] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the [Charter School] by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer
APEX Academy shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher and grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.
Financial Close-Out
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

APEX Academy shall ensure completion of an independent final audit within six months after the closure of the school that includes:

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

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

The financial closeout audit of the Charter School will be paid for by APEX Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by APEX Academy will be the responsibility of APEX Academy and not LAUSD. APEX Academy understands and acknowledges APEX Academy will cover the outstanding debts or liabilities of APEX Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. APEX Academy 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 APEX Academy participates, and other categorical funds will be returned to the source of funds.

APEX Academy shall ensure the completion and filing of any annual reports required. This includes:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE.

These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

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

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.
   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the [Charter School] Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The APEX Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
   e. File the final return with the IRS (Form 990 and Schedule).

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

Upon closure, operation reverts back to LAUSD.

**Facilities**
Proposed Charter School Location 1309 N. Wilton Place, Los Angeles, CA 90028.
Names of District school sites near proposed location: Helen Bernstein High School
Proposed Charter School to be located within the boundaries of LAUSD.

_Governing Law:_ The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

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

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

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

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:
☐ Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

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

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

☐ Minimum Payments or Charges to be paid to LAUSD Arising from the Facilities.
   (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
   (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

☐ Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
   (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
   (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

☐ Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

Health & Safety
The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

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

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix P, please find the following documents:

- Charter School Capital’s Letter of Intent for $500,000
- A projected first year budget including startup costs and cash-flow
- Financial projections for the first five years of operation
- Process for investment procedures and deposit of funds
  APEX Academy will ensure that systems and procedures are in place to track depositing and revenues and provide fiscal management. The Board has approved the opening of a bank account for these purposes. APEX Academy plans to contract with ExED, who will provide support for the creation of appropriate fiscal policies and procedures. ExED will support the creation of internal procedures and controls at APEX Academy and provide training on these controls and specifically how to prevent fraud.
- Procedure for ensuring adequate cash flow
  - Cash flow management is included in the standard ExED contracted services provided to APEX Academy. ExED will prepare monthly cash flow forecasts for APEX Academy based on actuals and student enrollment/attendance and any changes to government revenues amounts/deferrals. ExEd will also provide the Board with monthly financial statements and dashboard, which is then presented to the school board. The financial statement package will also include a written variance analysis.
- Process for assuring that resources will be available to meet the needs of students with Disabilities, including transportation in those cases that it is a related service (See Budget Schedule D under Pupil Transportation).

These documents are based upon the best data available to the Petitioners at this time.

Renewal Process and Timeline

Upon authorization for five years and approval of this charter petition by the Board of Education by the Los Angeles Unified School District, the PazLo Education Foundation is committed to adhering to the process and timeline of set forth by LAUSD for the renewal of this charter.
Consultants

**ExED:** ExEd is the premier non-profit provider of charter school business management services in Southern California. ExED aims to create efficiencies for charter schools that result in more money reaching the classroom and, ultimately, the students. Services include: Consult with charter school developers, community-based organizations and educators on starting a charter school or converting an existing school to charter status; Assist in crafting selected pieces of the charter petition to the sponsoring school district; Create financial plans for charter schools based on potential revenue and expenses; Identify experienced development team members (architects, engineers, etc.); Package financing for site purchasing or leasing; Negotiate a variety of issues with the school district; Establish infrastructure, including MIS, accounting and attendance record keeping; Prepare grant proposals for state facility financing.

**The Law Offices of Middleton, Young & Minney, LLP:** Middleton, Young & Minney, LLP ("MYM") has twelve attorneys who dedicate their practice exclusively to charter school law. The firm’s attorneys provide legal counsel to over half of the charter schools in the state. MYM offers expertise in every facet of charter school creation, expansion and operation including, charter petition development, employment and labor law, nonprofit incorporation law, board governance, facilities, student issues, and policy development.